

2023 – 2024 Faculty Senate – Pending Approval Approved at Mtg #15
Meeting # 14 Dec. 5, 2023
Tuesday, November 28, 2023, 3:30 pm – 5:00 pm
Zoom only

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

Absent: Kenyon (excused), Blevins, Reynolds, Rinker

Also present: Samantha Thompson-Franklin, proxy for Kenyon.

Guests/Speakers: Alistair Smith, Cari Fealy, Michael McCollough, Jerry McMurtry, Linda Campos

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 #13, November 14, 2023, were approved as distributed.

Chair's Report:

- We'll have one more Faculty Senate meeting, December 5. Please attend.
- We are close to the end of the semester. It's been great working with you all! I have learned a lot during the past months, especially on the importance of keeping an open mind and encouraging a collaborative approach.
- Vice Provost for Academic Initiatives Gwen Gorzelsky is looking for a senator interested in participating in a working group with SBOE about admissions. The project involves discussing a possible direct admissions pact across [Western Interstate Commission for Higher Education](#) (WICHE) states, based on the [Smarter Balanced Assessment](#). If interested, please let Kristin or me know.

Provost's Report:

- 3MT (Three-Minute Thesis) competition. Tomorrow at 2:30pm, in the Vandal Ballroom.
- Next faculty gathering: Monday, December 4, 4:30pm to 6:30pm, at the Seed Potato Germplasm building, near Facilities. Hosted by CALS. RSVP: <https://forms.office.com/r/pvTQ8UBxYY>
- Winter Commencement is Saturday December 9. There will be two ceremonies, at 9:30am and at 2:00pm, at the ICCU Arena. Please encourage faculty to attend. <https://www.uidaho.edu/events/commencement/winter>
- The football team made it to the playoffs. The first game is Saturday at 7pm in the Kibbie Dome.

Committee Reports (vote):

- Proposed changes to the University Catalog
 - UCC 522 Marketing Analytics Undergraduate Academic Certificate – Michael McCollough
The Marketing Analytics certificate allows students to apply statistical tools to examine marketing decisions. Completion of the certificate will allow students to apply quantitative analytical skills to assess and solve marketing problems and provide strategic recommendations. We are eliminating the Marketing Analytics

Emphasis in the Marketing Degree and introducing a Marketing Analytics Certificate. Enrollments have not been strong in the degree emphasis, and we hope by converting to a certificate, we will make marketing analytics accessible to a larger number of students across campus.

Vote: 21/21 yes. Motion passes.

- UCC 526 Scientific Communication and Leadership Academic Certificate – Jerry McMurtry

The courses which make up the proposed certificate are already part of the Professional Science Masters (PSM) degree. By creating a certificate using the PSM organizational skills courses, non-thesis (primarily - but not exclusively) degrees can integrate some or all of the courses, and the student would earn both the degree and the certificate. In conversations with directors of graduate studies, department chairs, and deans, there is support for the certificate as a standalone program as well. All of the courses have capacity, and faculty/departments are eager to use the certificate to increase enrollment.

Vote: 22/22 yes. Motion passes.

- UCC 483 International Economics Academic Certificate – Stefanie Ramirez
Many business and social issues are the subject of International Economics, from export promotion to sustainable development. This certificate brings together economics courses already being taught at UI that form the basis of knowledge of International Economics. It will serve potential students from outside the university as well as those already at UI who seek to learn more about the subject. Initially, no added workload is anticipated as the courses are already being offered. With substantially high enrollment in the certificate, additional sections of the courses may be added.

Vote: 19/19 yes. Motion passes.

- UCC 523 Economics of Public Policy Undergraduate Academic Certificate – Stefanie Ramirez

A wide range of jobs are engaged with public policy in various ways, from jobs in businesses affected by regulations to the policy makers and their aides making the regulations. All parties need to be better informed about the economics of public policy. This certificate brings together Economics courses already being taught at UI that together form the basis of knowledge of public policy issues. It will serve potential students from outside the university as well as those already at UI who seek to learn more about public policy. Initially, no added workload is anticipated as the courses are already being offered. With substantially high enrollment in the certificate, additional sections of the courses may be added.

Vote: 21/21 yes. Motion passes.

- Proposed changes to the Faculty Staff Handbook
 - FSH 1565 Academic Ranks and Responsibilities – Alistair Smith
C-2 revised to clarify how advising is credited for evaluative purposes.

Discussion

There was a brief discussion on how to best clarify that research advisees can be graduate or undergraduate. Friendly amendment: Drop the first three words, “*The number of*” from the relevant sentence in the policy.

Vote: 23/23 yes. Motion passes.

- FSH 2300 Student Code of Conduct & FSH 2400 Disciplinary Process for Alleged Violations of Student Code of Conduct – Cari Fealy
Comprehensive review resulting in rewrite. FSH 2300 Student Code of Conduct and FSH 2400 University Disciplinary Process for Alleged Violations of Student Code of Conduct have been combined into one policy, FSH 2300 Student Code of Conduct and Resolution Process. This policy revision is accompanied by the proposed deletion of FSH 2400.
Vote (FSH 2300): 22/22 yes. Motion passes.
Vote (FSH 2400): 23/23 yes. Motion passes.

- FSH 4620 Academic Calendars – Torrey Lawrence, Lindsey
This revision delays all dates for Fall 2025, Spring 2026, and Summer 2026 by one week. Details are attached. The current dates for Academic Year 2025-26 align with WSU for Spring commencement on May 9, 2026. This will be a major challenge for the Moscow and Pullman communities as well as our families seeking housing and dining. UI’s calendar currently “flips” to a later start in AY 26-27; however, that change can take place during AY 25-26 to avoid concurrent spring commencements while still following the normal pattern of UI semesters. In addition, earlier starts creating a hardship for many UI students who are involved in agricultural harvest or firefighting. Delaying all AY 25-26 dates addresses these concerns. One additional impact is that the irregular 14-week summer (normally 13 weeks) will shift from Summer 2026 to Summer 2025. Provost Lawrence noted that the first page (p.96 of the packet, containing the 2014-2020 calendars), can be dropped.
Vote: 23/23 yes. Motion passes.

Other Voting Items:

- Spread Pay Task Force Recommendations – Kristin Haltinner
Vice Chair Haltinner summarized the current status. There are currently 122 faculty on the old spread pay system, and 361 on standard pay and wanting to switch, or 63% of all faculty on standard pay. There are currently 20 to 30 faculty earning maximum summer salary through grants. Since the last meeting, we learned that it is possible to delay the implementation of the new deferred pay by one year. Switching to a 38-week AY is not possible, and raising salaries by 2.5% to compensate for the hourly rate reduction for the calculation of summer salaries is also not an option. Motion to approve the (displayed) recommendations of the task force: Chapman/Long, followed by discussion.

With regard to the six-week pay gap, a senator said that, in some universities, they introduced interest-free loans for up to one month salary. Could this be an option for us? Linda Campos responded that state law forbids loaning state funds to employees. Instead, they came up with the option of setting aside a portion of the impacted faculty’s pay checks from January 2024 to draw from during the pay gap.

A senator inquired about the reasons why a 38-week AY is not possible. They reiterated that a 2.5% summer hourly rate pay reduction is a non-starter for many faculty. Having to take an arbitrary pay cut to fix the payroll system is unacceptable. Provost Lawrence responded that a 38-week AY presents the same challenges as a 40-week one. In addition, we would be eliminating one week from the contract period during which faculty actually work, namely, the start-up week prior to the first week of classes when faculty get ready for the semester. The semester ends on Friday of final exam week and the contract ends on that Saturday. Grades are due on Tuesday or Wednesday of the following week, and, therefore, faculty work about 39.5 weeks, only a few days short of 40 weeks, making the switch from 39 to 40 weeks reasonable. Work expectations for the contract period as defined in policy are unchanged. Moving to 38 weeks would create even more problems: faculty would not have access to Canvas or benefits until the first day of classes. Presently, we use both 19.5 and 20 pay periods, but we need to bring everyone to the same system. We are trying to offer deferred pay to anyone who wants it, in addition to the 122 faculty on spread pay. A 40-week AY (20 pay periods) can accomplish that and reflects the work we are actually doing. Linda Campos had some comments from the technical side of the payroll system: an hourly rate is required for the purpose of summer contracts, which requires manual adjustment because we cannot rely on Banner for an accurate calculation of hourly rates. This is why we need to align the systems. The Provost added that the 2.5% pay cut will impact those faculty who earn 13 weeks of summer salary. For others, the calculated hourly rate does not necessarily translate into a pay cut, it depends on how they are paid. For instance, if summer work is paid in a lump sum, the amount remains the same, as long as the summer period is less than 13 weeks. The senator had other thoughts, based on the assumption that faculty are not paid through the winter break. Actually, faculty are on payroll during the time between semesters.

Other senators reported that their constituents are very unhappy about the summer pay cut and would consider leaving the university for that reason. They support deferred pay, but cannot agree to a pay cut to make accounting simpler.

A senator did not understand why the number of pay periods we use has an impact on contracts. Provost Lawrence explained that the contract period would be 40 weeks, with the extra week taken from the summer period when faculty are already working (prior to the start of classes). However, per policy, our academic year contract obligations are determined by the academic calendar and would not change. The senator remained unclear on why adding a week to their contract without adding pay is not a pay cut. The Provost reiterated that the reason is that faculty are exempt and not paid by the hour. It is a pay cut for those on 13-week full summer contracts. The source of the limitation on how much we can be paid in the summer and the connection with the computed hourly rates is grants rules.

It became clear that, for the sake of moving forward, deferred pay and the 12-week summer issue must be seen as separate. Senate priority is to come up with a deferred pay system for all who are interested.

Question in the zoom chat: If someone teaches the first summer session, would they have an overlap in contracts? Or, would the summer schedule have to move back by a week? The Provost replied that there is overlap. It will be necessary to rethink the summer schedule and its pay schedule.

We have to get everyone on the same schedule, and people on standard pay are on a 19.5 pay period schedule, but deferred pay is calculated based on 20 pay “factors” spread over 26 pay periods. The financial system (Banner) in use by the University does not support, without manual “work-arounds”, 19.5 pays so standard pay must be changed to a 20-pay schedule. People currently on spread pay will be able to remain on it for another year.

Proposed amendment to the motion (Justwan/Barannyk): Delay the implementation of deferred pay by one year. Some additional discussion followed. Some senators argued that waiting one more year does not change anything, while others felt strongly that more time to prepare for the pay gap is crucial to their constituents. Those on standard pay wishing to switch stressed the urgency for about 400 faculty to have deferred pay. They were never offered any help to set money aside for the summer. The provost noted that the current offer to help faculty set money aside in anticipation of the pay gap is feasible because it involves one tax year. On the other hand, financial tools are available. One can solution currently available in Vandalweb is to have their paychecks deposited in two different accounts, one of which would be used to cover the summer. This tool should be widely publicized.

Vote on the amendment: 3/19 yes; 16/19 no. Motion fails.

Back to the original motion – approve the task force recommendations for deferred pay effective in AY 2024-25.

Vote: 11/18 yes; 7/18 no. Motion passes.

There was a general consensus that a better solution should be found to the problem of summer salaries and the 20 pay factors.

New Business:

There was none.

Chair Gauthier had two questions from constituents for Provost Lawrence:

If someone works at the U of I and under the “umbrella” for both universities, how do they get compensated?

Provost Lawrence replied that there is no structure or umbrella for the two universities. U of I will continue as usual under the Regents, and UOPX under the Four Three Education and their board. Nothing like a joint employee is contemplated at this time.

What’s the correct cost of the UOPX purchase? Is it about \$500M or closer to \$600M?

Linda Campos replied that \$680M is the estimated amount of bonds to be issued in order to finance the purchase.

A senator argued that, with the R1 rank getting closer, we should start comparing our salaries with those of a different group of peer institutions. Provost Lawrence replied that our current faculty market rates are based on both R1 and R2 peer salaries. Those lists could change when the new Carnegie system is implemented. We could look at our marked-based salary system and consider just R1 peers. Ultimately, funding available for CEC is determined by the legislators. Chair Gauthier suggested to look at other forms of revenue streams, potentially generated by the UOPX transaction.

Adjournment:

The agenda being completed, Chair Gauthier adjourned the meeting at 4:55pm.

Respectfully Submitted,

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

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting # 14

Tuesday, November 28, 2023 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #13 November 14, 2023 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports (vote)
 - Proposed changes to the University Catalog
 - UCC 522 Marketing Analytics Undergraduate Academic Certificate – Michael McCollough, Department of Business **Attach. #2**
 - UCC 526 Scientific Communication and Leadership Academic Certificate – Jerry McMurtry, Dean, College of Graduate Studies **Attach. #3**
 - UCC 483 International Economics Academic Certificate – Eric Stuen, Department of Business **Attach. #4**
 - UCC 523 Economics of Public Policy Undergraduate Academic Certificate – Eric Stuen, Department of Business **Attach. #5**
 - Proposed changes to the Faculty Staff Handbook
 - FSH 1565 Academic Ranks and Responsibilities – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #6**
 - FSH 2300 Student Code of Conduct – Cari Fealy, Associate Dean of Students **Attach. #7**
 - FSH 2400 Disciplinary Process for Alleged Violations of Student Code of Conduct – Cari Fealy, Associate Dean of Students **Attach. #8**
 - FSH 4620 Academic Calendars – Torrey Lawrence, Provost & Executive Vice President, Lindsey Brown, University Registrar, Registrar's Office **Attach. #9**
- VI. Other Voting Items
 - Spread Pay Task Force Recommendations – Kristin Haltinner, Vice Chair Faculty Senate **Attach. #10**
- VII. Announcements and Communications
- VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #13 November 14, 2023
- **Attach. #2** UCC 522
- **Attach. #3** UCC 526
- **Attach. #4** UCC 483

- **Attach. #5** UCC 523
- **Attach. #6** FSH 1565
- **Attach. #7** FSH 2300
- **Attach. #8** FSH 2400
- **Attach. #9** FSH 4620
- **Attach. #10** Spread Pay Task Force

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 13

Tuesday, November 14, 2023, 3:30 pm – 5:00 pm

Zoom only

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

Absent: Kenyon (excused), Long (excused), Mittelstaedt, Ramirez, Reynold

Guests/Speakers: Alistair Smith, Cari Fealy

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 #11, October 31, 2023, were approved as distributed.

Chair's Report:

- We honor the memories of Madison Mogen, Kaylee Goncalves, Xana Kernodle, and Ethan Chapin with a minute of silence.
- I would like to propose a few ideas about APM and FSH policies in shared governance. I hope that the following questions can be addressed in the next months. With the current process, we have the opportunity to comment on APM items when they come through Faculty Senate. How can we improve the process for APMs impacting directly faculty activities? Can we have some control on what goes into the APM? Can we propose changes to APM policies that impact academic activities?

Provost's Report:

- We faced new challenges last week with both internet and natural gas outages. Thank you all for your patience. Please extend your thanks to any Facilities staff who worked long hours during the outage.
- Faculty gathering today, 4:30 – 6:30, in the Vandal Ballroom. Hosted by Dean Sean Quinlan, CLASS.
- "Talks with Torrey" series: November 16, 11:30am - 12:30pm.
<https://www.uidaho.edu/provost/talks-with-torrey>
- Winter Commencement is Saturday, December 9. There will be two ceremonies, at 9:30am and at 2:00pm, at the ICCU Arena. All faculty are encourage to attend the ceremony for their college. Details about the events: <https://www.uidaho.edu/events/commencement/winter>

Committee Reports (vote):

- FSH 1620 University-Level Committees & FSH 1640 Committee Directory – Francesca Sammarruca, Faculty Secretary
FSH 1620 has been revised to clarify procedures for university-level committees. The changes to FSH 1640 are needed for consistency. The two policies must be taken as a package.
An audit of the university-level committees is in progress with the Committee on Committees, and a comprehensive review will follow.

Vote: 18/18 yes. Motion passes.

- FSH 1565 Academic Ranks and Responsibilities – Alistair Smith
Changes to FSH 1565 D-8 University Distinguished Professor are proposed to make Extension faculty eligible for the rank of University Distinguished Professor.
Vote: 16/18 yes; 2/18 no. Motion passes.
- FSH 3320 Annual Performance Evaluations and Salary Determination of Faculty Members and Performance Evaluation of Academic Administrators – Alistair Smith
Change to A-1.d is proposed to clarify that chairs may confer with deans during the evaluation process, to align with standard practices.
Vote: 20/20 yes. Motion passes.

Other Voting Items:

- Spread Pay Task Force Recommendations – Kristin Haltinner
Vice Chair Haltinner heard from some of the 122 faculty currently on the old “spread pay” system. They expressed serious concerns about the transition to the new “deferred pay” system happening in summer 2024 – saving between now and June 2024 in preparation for the paycheck gap would be a heavy burden. They requested to wait a year. The other source of concern is the shift from 19.5 units to 20 units pay schedule.

Current proposal: we can have everyone on standard pay and keep the 19.5 pay factors or offer deferred pay to anyone qualified who wants it and resetting of the payroll schedule to 20 pay factors, but we can't mix the two options. Provost Lawrence confirmed that the university (not the individual) can choose one or the other.

Some senators reported that their constituents are very unhappy about the shift to 20 units, which amounts to three pay cuts because: it effectively reduces the AY pay, lowering hourly pay by asking faculty to work another contract week for the same total amount; it reduces the hourly rate used to compute summer salary; it reduces the total number of weeks available for summer salary from 13 to 12. Would it be possible to go from 19.5 to 19 units instead?

Linda Campos explained that the deferred pay system cannot use partial schedules, because it creates a discrepancy between hourly rates for faculty on spread pay and faculty on standard pay. The payroll system needs to bring all AY faculty on the same schedule. However, she cannot speak for a scenario where the university moves to a schedule of 19 pay factors. The Provost added that a 38 week AY may be something to look into. The problem is that our payroll system does not align with the academic year calendar.

Some senators felt strongly that the transition should happen in summer 2025. For some, saving sufficient funds to cover the pay gap in summer 2024 would be impossible without falling in debt. Others replied that faculty currently on standard pay have had to set money aside for the summer for many years.

There was confusion about the 19.5 vs. 20 pay factors. A Senator was unclear as to why the shift requires a reduction of the summer period during which people can earn salary. They argue that, if the total number of hours in a full-year contract is 2080, and the total number of hours in the AY is still 1560, the difference – 520 hours – is the maximum number of hours (13 weeks)

faculty can earn salary during the summer. Provost Lawrence explained that 40 hours are moved from the summer period into the nine-month contract period (which would then contain 1600 hours). It's important to keep in mind that exempt employees don't work by hours – their responsibilities are set in the PD for the AY, outside of the payroll system, and do not change with the addition of 0.5 weeks. Hourly rates are introduced for the only purpose of calculating summer salaries, because some summer contracts require salary calculations based on an hourly rate. Basically, our payroll system and the AY faculty contracts do not line up.

Some senators argued that, if this transition is going to happen regardless, there is no point in waiting a year. The issue of 19.5 vs. 20 pay factors is a separate one and will not be resolved by procrastinating.

In response to a question about timelines, Linda Campos said that moving the implementation down by one year is possible. However, if the transition has to happen in summer 2024, a decision within the next few weeks is desirable.

The option of postponing the decision until after the fall break and, in the meantime, seeking clarification, was discussed. There was a consensus that options where faculty must take a pay cut are not acceptable.

Moved (Barannyk/Justwan) to accept the recommendations of the task force, with summer 2025 as the implementation date.

During the discussion that followed, the option of postponing the decision until the next Faculty Senate meeting gained traction. Aspects to learn more about are: Can we move to 19 units instead of 20 or keep hourly wages the same and increase salaries instead?

The motion was withdrawn. New motion (Roberson/Murphy) to postpone the decision by two weeks to get clarification on the aspects raised above.

Vote: 19/20 yes; 1/20 no. Motion passes.

Announcements and Communications:

- Promotion and Tenure Nomination Process – Provost Lawrence
Nominations are open for individuals to serve on this year's University-Level Promotion and Tenure Committees (see [FSH 3500 G-1](#)). Two committees will be convened this year due to the large number of dossiers to be reviewed. Nomination deadline: Friday, November 17, 2023. The nomination form for senators to complete can be found at https://forms.office.com/pages/responsepage.aspx?id=Y2u8fpJXGUqyCwS4JgSIU8wgEFrYhyNOn_qCDVIL5jNUREVSNURESkRCUzFFVlpUSFMxNFdNVk0xOS4u

- FSH 2300 Student Code of Conduct & Resolution Process – Cari Fealy
Comprehensive review/rewrite. FSH 2300 Student Code of Conduct and FSH 2400 University Disciplinary Process for Alleged Violations of Student Code of Conduct have been combined into one policy, FSH 2300 Student Code of Conduct and Resolution Process. This policy revision is accompanied by the proposed deletion of FSH 2400.
The following are the major changes to the policy:
 - The policy was rewritten using language more accessible and understandable for students.

- The Code of Conduct and conduct process were combined in a single policy for easier use.
- Processes related to Title IX sexual harassment were removed to align with the recently revised FSH 6100. Added clarifying language around academic dishonesty resolution.
- Language aligning with case law was added to follow best practices in student conduct policies.
- A section on free speech was included.

This item will be voted on at the November 28 Faculty Senate meeting.

New Business:

- From Erin Chapman: The deadline for the Athena Mentorship Program has been extended to December 1, 2023 https://uidaho.co1.qualtrics.com/jfe/form/SV_9tA1uFgedGAATk

With some time remaining, Chair Gauthier moved back to the University of Phoenix Financial Flow Chart (previously deferred). Provost Lawrence went over Attachment #7. On p.2, there is a flow chart for the U of I/UOPX affiliation, describing in a simple way the financial transaction.

Adjournment:

The agenda being completed, Chair Gauthier adjourned the meeting at 4:50pm.

Respectfully Submitted,

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

522: MARKETING ANALYTICS UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 079 Chair (myagroza@uidaho.edu)
2. 13 Curriculum Committee Chair (estuen@uidaho.edu)
3. 13 Dean (dwoolley@uidaho.edu; lvictoravich@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:19:03 GMT
Mya Groza (myagroza): Rollback to Initiator
2. Mon, 11 Sep 2023 20:02:24 GMT
Mya Groza (myagroza): Approved for 079 Chair
3. Wed, 13 Sep 2023 17:39:47 GMT
Eric Stuen (estuen): Approved for 13 Curriculum Committee Chair
4. Fri, 29 Sep 2023 20:36:53 GMT
Lisa Victoravich (lvictoravich): Approved for 13 Dean
5. Tue, 03 Oct 2023 22:22:04 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
6. Wed, 11 Oct 2023 20:46:56 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
7. Mon, 06 Nov 2023 23:49:41 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Tue, 07 Nov 2023 22:20:31 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Wed, 08 Nov 2023 16:33:40 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
10. Tue, 14 Nov 2023 22:20:04 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 11 Sep 2023 19:58:17 GMT

Viewing: 522 : Marketing Analytics Undergraduate Academic Certificate

Last edit: Tue, 14 Nov 2023 22:19:34 GMT

Changes proposed by: Michael McCollough

Faculty Contact

Faculty Name	Faculty Email
Michael McCollough	mccollou@uidaho.edu

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

No

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Business

Effective Catalog Year

2024-2025

Program Title

Marketing Analytics Undergraduate 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

52.1402 - Marketing Research.

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

We are eliminating the Marketing Analytics Emphasis in the Marketing major and replacing it with a certificate. The courses are already being offered and there will be no additional cost.

Curriculum:

The Marketing Analytics certificate allows students to apply statistical tools to examine marketing decisions. Completion of the certificate will allow students to apply quantitative analytical skills to assess and solve marketing problems and provide strategic recommendations.

All required coursework must be completed with a grade of 'C' or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

Code	Title	Hours
MKTG 321	Marketing	3
MKTG 421	Marketing Research & Analysis	3
MKTG 431	Marketing Analytics	3
STAT 451	Probability Theory	3

or STAT 301

Probability and Statistics

Total Hours**12****Courses to total 12 credits for this certificate.****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.

1. Students will determine the appropriate level, scope, and depth of information required for decision-making.
2. Students will apply quantitative analytical skills to assess and solve marketing problems/opportunities.
3. Students will prepare and analyze data, report the research results, and provide strategic marketing recommendations (i.e., managerial insights/implications).

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

Among the assessment tools that will be used will be some combination of exams, quizzes, projects, and presentations.

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

We will practice continuous improvement, monitor where assessment scores are low, and make changes to improve student outcomes.

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

Direct measures will include student scores on graded deliverables. Indirect will include qualitative feedback such as student-teacher evaluations, discussions with students in the class, and program enrollment (as a measure of student interest and by extension student learning).

When will assessment activities occur and at what frequency?

Ongoing throughout the courses. Each year we will assess the overall program/certificate.

Student Learning Outcomes**Learning Objectives**

1. Students will determine the appropriate level, scope, and depth of information required for decision-making.
2. Students will apply quantitative analytical skills to assess and solve marketing problems/opportunities.
3. Students will prepare and analyze data, report the research results, and provide strategic marketing recommendations.

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.

We are eliminating the Marketing Analytics Emphasis in the Marketing Degree and introducing a Marketing Analytics Certificate. Enrollments have not been strong in the degree emphasis, and we hope by converting to a certificate, we will make marketing analytics accessible to a larger number of students across campus.

Supporting Documents

522 Program Description for The Marketing Analytics Certificate.pdf

Reviewer Comments

Mya Groza (myagroza) (Fri, 08 Sep 2023 22:19:03 GMT): Rollback: Please change to No for is this program self-support.

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 19:09:32 GMT): 10/3/23: Program Description uploaded by LL.

Rebecca Frost (rfrost) (Mon, 06 Nov 2023 23:49:38 GMT): Formatted curriculum to catalog standard.

Sydney Beal (sbeal) (Tue, 14 Nov 2023 17:23:36 GMT): Program description added to the curriculum section so that it appears in the catalog

Key: 522

The Marketing Analytics Certificate allows students to apply statistical tools to examine marketing decisions. Completion of the certificate will all students to apply quantitative analytical skills to assess and solve marketing problems and provide strategic recommendations.

526: SCIENTIFIC COMMUNICATION AND LEADERSHIP ACADEMIC CERTIFICATE

In Workflow

1. 276 Chair (mcmurtry@uidaho.edu)
2. 20 Curriculum Committee Chair (mcmurtry@uidaho.edu; slthomas@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. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 14 Sep 2023 18:28:41 GMT
Jerry McMurtry (mcmurtry): Approved for 276 Chair
2. Mon, 18 Sep 2023 18:59:20 GMT
Sydney Beal (sbeal): Approved for 20 Curriculum Committee Chair
3. Tue, 19 Sep 2023 22:07:13 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
4. Thu, 21 Sep 2023 21:22:33 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
5. Tue, 03 Oct 2023 18:22:32 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
6. Tue, 03 Oct 2023 20:09:31 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
7. Tue, 03 Oct 2023 21:25:47 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 11 Oct 2023 17:27:26 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Wed, 25 Oct 2023 20:30:36 GMT
Sydney Beal (sbeal): Rollback to Ready for UCC for UCC
10. Wed, 08 Nov 2023 16:19:59 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
11. Wed, 15 Nov 2023 17:14:46 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Thu, 14 Sep 2023 18:25:26 GMT

Viewing: 526 : Scientific Communication and Leadership Academic Certificate

Last edit: Wed, 11 Oct 2023 17:27:08 GMT

Changes proposed by: Jerry McMurtry

Faculty Contact

Faculty Name	Faculty Email
Jerry McMurtry	mcmurtry@uidaho.edu

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

No

Academic Level

Graduate

College

Graduate Studies

Department/Unit:

Graduate Studies

Effective Catalog Year

2024-2025

Program Title

Scientific Communication and Leadership 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

30.0000 - Multi-/Interdisciplinary Studies, General.

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

Curriculum:

Certificate in Scientific Communication and Leadership

Code	Title	Hours
ENGL 522	Course ENGL 522 Not Found	
EM 513	Leading Technical Organizations	3
Select 2 of the following:		6
BUS 551	Course BUS 551 Not Found	
BUS 552	Course BUS 552 Not Found	
INTR 509	Introduction to Applied Data Science	
ORGS 541	Human Relations in the Workplace	

Total Hours

9

Courses to total 12 credits for this certificate.

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?

Online Only

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.

Students will be able to describe, classify, and understand the concepts of data, data science, big data, datafication, data ethics, and the data science process.

Students will be able to find, clean, transform, and analyze data using RStudio and Tidyverse functions.

Students will understand key ideas around managing themselves, including leadership assessments, leadership frameworks, and best practices to consider.

Students will examine concepts associated with leading teams with a focus on specific topics such as decision making, managing conflict, and motivation.

Student will explore the elements of becoming a leader of leaders within an organization and understand how their focus changes with higher level positions within an organization.

Students will refine their professional communication skills, preparing them to communicate effectively about science, technology, and policy topics with diverse and geographically dispersed audiences.

Students will draw from research in science communication, mass media, psychology, and other fields to specifically focus on developing students to expand their ability to develop strategic messages for delivery in a wide range of contemporary contexts.

Students will be able to implement an exploratory data analysis that (1) wrangles data, (2) cleans data, (3) visualizes data, and (4) summarizes data.

Student will understand and utilize predictive analytics techniques.

Students will learn theoretical foundations, practical skills, and tools to define, organize, plan, monitor, and control a project to ensure effective execution.

Students will analyze and interpret basic financial statements and understand how a given project impacts these statements.

Students will learn theoretical foundations, practical skills, and tools to critically analyze and assess how organizational processes, policies, structure, and culture contribute to or impede organizational change and innovation.

Students will understand the components of an organization's business model and be able to critically assess and design mutually reinforcing mechanisms between the business model and scientific innovation.

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

Each course will have assessment components to gather information on student performance against the course outcomes.

Each faculty member will determine the best assessment protocol for the particular content in the course. Examinations, reports, communications through discussion, and other products may be used in the courses to determine gains in student knowledge, skills, and abilities.

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

Each fall, the faculty teaching in the certificate program will meet with the COGS dean to review data gathered by various surveys and indirect assessment measures in an effort to revise and adjust the courses and ascertain effectiveness.

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

Direct measures would be:

Course assessments and examinations
 Course projects and reports
 Instructor assessment through products produced, performances, or communication
 Indirect measures would be:
 Annual follow up of completers with a survey regarding impact of the courses/program
 Annual COGS graduate survey

When will assessment activities occur and at what frequency?

Direct assessment will occur regularly through the courses. Indirect assessment will take place at the end of each term. A comprehensive evaluation of the students experience will take place at the end of each spring term.

Student Learning Outcomes

Learning Objectives

- Students will be able to describe, classify, and understand the concepts of data, data science, big data, datafication, data ethics, and the data science process.
- Students will be able to find, clean, transform, and analyze data using RStudio and Tidyverse functions.
- Understand key ideas around managing yourself, including leadership assessments, leadership frameworks, and best practices to consider.
- Examine concepts associated with leading teams with a focus on specific topics such as decision making, managing conflict, motivation.
- Explore the elements of becoming a leader of leaders within an organization and understand how your focus changes with higher level positions within an organization
- Students will refine their professional communication skills, preparing them to communicate effectively about science, technology, and policy topics with diverse and geographically dispersed audiences.
- Students will draw from research in science communication, mass media, psychology, and other fields, to specifically focuses on developing students to expand their ability to develop strategic messages for delivery in a wide range of contemporary contexts.
- Students will be able to implement an exploratory data analysis that (1) wrangles data, (2) cleans data, (3) visualizes data, and (4) summarize data.
- Student will understand and utilize predictive analytics techniques.
- Students will learn theoretical foundations, practical skills, and tools to define, organize, plan, monitor, and control a project to ensure effective execution.
- Students will analyze and interpret basic financial statements and understand how a given project impacts these statements.
- Students will learn theoretical foundations, practical skills, and tools to critically analyze and assess how organizational processes, policies, structure, and culture contribute to or impede organizational change and innovation.
- Students will understand the components of an organization's business model and be able to critically assess and design mutually reinforcing mechanisms between the business model and scientific innovation.

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 rational 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 courses which make up the proposed certificate are already part of the Professional Science Masters (PSM) degree. By creating a certificate using the PSM organizational skills courses, non-thesis (primarily - but not exclusively) degrees can integrate some or all of the courses, and the student would earn both the degree and the certificate. In conversations with directors of graduate studies, department chairs, and deans, there is support for the certificate as a stand alone program as well.

All of the courses have capacity, and faculty/departments are eager to use the certificate to increase enrollment.

Reviewer Comments

Linda Lundgren (lindalundgren) (Wed, 20 Sep 2023 21:17:50 GMT): Program description received from Jerry M. below: As the technical workforce changes and grows there is a need for organizational and professional skills as well as technical skills in advanced preparation. The Graduate Certificate in Science Communication and Leadership prepares student to enhance their technical expertise with content in communications, leadership, data analytics, project and innovation management, and workplace dynamics. The certificate is focused toward meeting the needs of those who are, or wish to be, employees in technical or scientific organizations.

Rebecca Frost (rfrost) (Tue, 03 Oct 2023 18:22:26 GMT): Adjusted course listing to meet catalog standards.

Sydney Beal (sbeal) (Wed, 25 Oct 2023 20:30:36 GMT): Rollback: Rolled back until proposer can attend UCC meeting

Key: 526

483: INTERNATIONAL ECONOMICS ACADEMIC CERTIFICATE

In Workflow

1. 079 Chair (myagroza@uidaho.edu)
2. 13 Curriculum Committee Chair (estuen@uidaho.edu)
3. 13 Dean (dwoolley@uidaho.edu; lvictoravich@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:20:07 GMT
Mya Groza (myagroza): Rollback to Initiator
2. Mon, 11 Sep 2023 16:58:08 GMT
Mya Groza (myagroza): Approved for 079 Chair
3. Mon, 11 Sep 2023 18:17:37 GMT
Eric Stuen (estuen): Approved for 13 Curriculum Committee Chair
4. Fri, 29 Sep 2023 20:36:38 GMT
Lisa Victoravich (lvictoravich): Approved for 13 Dean
5. Tue, 03 Oct 2023 22:49:10 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
6. Wed, 11 Oct 2023 20:06:44 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
7. Mon, 06 Nov 2023 23:42:30 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Tue, 07 Nov 2023 22:18:24 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Wed, 08 Nov 2023 16:31:29 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
10. Wed, 15 Nov 2023 18:59:41 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 11 Sep 2023 16:57:36 GMT

Viewing: 483 : International Economics Academic Certificate

Last edit: Wed, 15 Nov 2023 18:56:39 GMT

Changes proposed by: Eric Stuen

Faculty Contact

Faculty Name	Faculty Email
Eric Stuen	estuen@uidaho.edu

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

No

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Business

Effective Catalog Year

2024-2025

Program Title

International Economics 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

45.0605 - International Economics.

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

All courses required for the certificate are currently being offered by UI in Moscow.

Curriculum:

International Economics is the study of productive differences between countries, the economic implications of such differences, and the linkages between economies. Incorporating both micro- and macroeconomics, this certificate focuses on sustainable economic development, poverty reduction, international trade, immigration, and globalization.

All required coursework must be completed with a grade of 'C' or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

Code	Title	Hours
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
ECON 446	International Economics	3
ECON 447	International Development Economics	3

Total Hours**12**

Courses to total 12 credits for this certificate.

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?

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.

Students completing this program will be able to:

- describe how national and international policies impact globalization.
- use models to analyze the pros and cons of international trade and other international linkages in the global economy.
- compare and contrast countries' levels of economic development using country-level datasets.
- critically evaluate the factors contributing to economic growth and stagnation in countries around the globe.

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

Instructors of courses in the program will use written assignments and evaluations such as problem sets, essays, research papers, and exams, and responses on these assignments to particular learning outcomes. Responses will be determined to "exceed", "meet", or "not meet" expectations. The proportion of students meeting or exceeding expectations is the statistic used to gauge performance of the program.

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

The Economics area coordinator and Department of Business Head will review the assessment findings and make recommendations to instructors on content improvements.

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

Direct and indirect measures include written responses on problem sets, essays, research papers, and/or exams, as described above.

When will assessment activities occur and at what frequency?

All learning objectives will be assessed by some courses in the certificate each semester.

Student Learning Outcomes

Learning Objectives

Students completing this program will be able to:

- describe how national and international policies impact globalization.
- use models to analyze the pros and cons of international trade and other international linkages in the global economy.
- compare and contrast countries' levels of economic development using country-level datasets.
- critically evaluate the factors contributing to economic growth and stagnation in countries around the globe.

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.

Many business and social issues are the subject of International Economics, from export promotion to sustainable development. This certificate brings together economics courses already being taught at UI that form the basis of knowledge of International Economics. It will serve potential students from outside the university as well as those already at UI who seek to learn more about the

subject. Initially, no added workload is anticipated as the courses are already being offered. With substantially high enrollment in the certificate, additional sections of the courses may be added.

Supporting Documents

483 Program Description International Economics.pdf

Reviewer Comments

Mya Groza (myagroza) (Fri, 08 Sep 2023 22:20:07 GMT): Rollback: Please change to No for 50% or more 'via distance.'

Linda Lundgren (lindalundgren) (Wed, 04 Oct 2023 18:29:30 GMT): 10/4/23: LL uploaded program description.

Rebecca Frost (rfrost) (Mon, 06 Nov 2023 23:42:19 GMT): Updated curriculum to catalog standards.

Sydney Beal (sbeal) (Wed, 15 Nov 2023 18:03:08 GMT): Updated online availability per the UCC 11/13/23 meeting.

Key: 483

Program Description:

International Economics is the study of productive differences between countries, the economic implications of such differences, and the linkages between economies. Incorporating both micro- and macroeconomics, this certificate focuses on sustainable economic development, poverty reduction, international trade, immigration, and globalization.

523: ECONOMICS OF PUBLIC POLICY UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 079 Chair (myagroza@uidaho.edu)
2. 13 Curriculum Committee Chair (estuen@uidaho.edu)
3. 13 Dean (dwoolley@uidaho.edu; lvictoravich@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:19:49 GMT
Mya Groza (myagroza): Rollback to Initiator
2. Mon, 11 Sep 2023 16:59:17 GMT
Mya Groza (myagroza): Approved for 079 Chair
3. Mon, 11 Sep 2023 18:22:59 GMT
Eric Stuen (estuen): Approved for 13 Curriculum Committee Chair
4. Fri, 29 Sep 2023 20:37:00 GMT
Lisa Victoravich (lvictoravich): Approved for 13 Dean
5. Tue, 03 Oct 2023 22:24:02 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
6. Wed, 11 Oct 2023 20:49:52 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
7. Mon, 06 Nov 2023 23:50:59 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Tue, 07 Nov 2023 22:22:24 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Wed, 08 Nov 2023 16:35:47 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
10. Wed, 15 Nov 2023 18:59:43 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 11 Sep 2023 16:58:32 GMT

Viewing: 523 : Economics of Public Policy Undergraduate Academic Certificate

Last edit: Wed, 15 Nov 2023 18:55:55 GMT

Changes proposed by: Eric Stuen

Faculty Contact

Faculty Name	Faculty Email
Eric Stuen	estuen@uidaho.edu

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

No

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Business

Effective Catalog Year

2024-2025

Program Title

Economics of Public Policy Undergraduate 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

45.0601 - Economics, General.

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

All courses required for the certificate are currently being offered by UI in Moscow.

Curriculum:

Public Economics is the study of public policies with a focus on efficiency and equity. This certificate involves the analysis of regulatory frameworks at the local, state, and national levels. Students may elect to focus on regional and local economic issues, taxation and spending, antitrust, and labor market policies.

All required coursework must be completed with a grade of 'C' or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

Code	Title	Hours
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
Select two of the following:		6
ECON 395	Regional Economic Analysis	
ECON 407	Public Finance	
ECON 415	Market Structure and Governmental Policy	

ECON 441

Labor Economics

Total Hours**12****Courses to total 12 credits for this certificate.****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?

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.

Students completing this certificate will be able to:

- (1) assess the socioeconomic contribution of any firm in a regional economy.
- (2) apply economic reasoning and models to specific issues in the labor market, such as hiring decisions, compensation, and immigration.
- (3) apply economic reasoning and models to specific issues in the public sector of the economy, such as public good provision, externalities, and tax policy.

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

Instructors of courses in the program will use written assignments and evaluations such as problem sets, essays, research papers, and exams, and responses on these assignments to particular learning outcomes. Responses will be determined to "exceed", "meet", or "not meet" expectations. The proportion of students meeting or exceeding expectations is the statistic used to gauge performance of the program.

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

The Economics area coordinator and Department of Business Head will review the assessment findings and make recommendations to instructors on content improvements.

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

Direct and indirect measures include written responses on problem sets, essays, research papers, and/or exams, as described above.

When will assessment activities occur and at what frequency?

All learning objectives will be assessed by some courses in the certificate each semester.

Student Learning Outcomes**Learning Objectives**

Students completing this certificate will be able to:

- (1) assess the socioeconomic contribution of any firm in a regional economy.
- (2) apply economic reasoning and models to specific issues in the labor market, such as hiring decisions, compensation, and immigration.

(3) apply economic reasoning and models to specific issues in the public sector of the economy, such as public good provision, externalities, and tax policy.

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.

A wide range of jobs are engaged with public policy in various ways, from jobs in businesses affected by regulations to the policy makers and their aides making the regulations. All parties need to be better informed about the economics of public policy. This certificate brings together Economics courses already being taught at UI that together form the basis of knowledge of public policy issues. It will serve potential students from outside the university as well as those already at UI who seek to learn more about public policy. Initially, no added workload is anticipated as the courses are already being offered. With substantially high enrollment in the certificate, additional sections of the courses may be added.

Supporting Documents

523 Program Description Economics of Public Policy Academic Certificate.pdf

Reviewer Comments

Mya Groza (myagroza) (Fri, 08 Sep 2023 22:19:49 GMT): Rollback: Please change to No for 50% or more 'via distance.'

Linda Lundgren (lindalundgren) (Wed, 04 Oct 2023 18:23:52 GMT): 10/4/23: LL uploaded the program description for #523.

Rebecca Frost (rfrost) (Mon, 06 Nov 2023 23:50:57 GMT): Formatted curriculum to catalog standard.

Sydney Beal (sbeal) (Wed, 15 Nov 2023 18:03:34 GMT): Updated online availability per the UCC 11/13/23 meeting.

Key: 523

Program Description: Economics of Public Policy Academic Certificate

Public Economics is the study of public policies with a focus on efficiency and equity. This certificate involves the analysis of regulatory frameworks at the local, state, and national levels. Students may elect to focus on regional and local economic issues, taxation and spending, anti-trust, and labor market policies.



POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 1565 ACADEMIC RANKS AND RESPONSIBILITIES**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Alistair Smith, FAC Chair

Policy sponsor, if different from originator:

Reviewed by General Counsel: __Yes __x__No Name & Date:

Comprehensive review? __Yes x__No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

C-2 revised to clarify how advising is credited for evaluative purposes.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

None

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

FSH 3500

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

1565

ACADEMIC RANKS AND RESPONSIBILITIES

OWNER

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LAST REVISION: July 2022

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A. INTRODUCTION.

A-1. The principal functions of a university are the preservation, advancement, synthesis, application, and transmission of knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The University of Idaho, therefore, strives to recruit and retain distinguished faculty members with outstanding qualifications.

In order to carry out its functions and to serve most effectively its students and the public, the university supports the diversification of faculty roles. Such diversification ensures an optimal use of the university's faculty talents and resources.

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty to meet the varying responsibilities placed upon the institution, both internally and externally. No more than 25 percent, or a lower limit as defined by the department or similar unit's by-laws, of the faculty positions in any department or similar unit may be held by instructors, senior instructors, and lecturers who have voting privileges under FSH 1520 II, Section 1. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the unit. Annual position descriptions are developed by the unit head in consultation with the unit faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head's decision to the Faculty Appeals Hearing Board [FSH [3840](#)].

As indicated in Section 3320 A-1, faculty performance evaluations that are used for yearly, third-year and periodic reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members' annual position descriptions (FSH 3050). Each unit will develop substantive criteria in its bylaws for promotion and review of its faculty

Faculty members shall conduct themselves in a civil and professional manner (see FSH 3160 and 3170).

B. DEFINITIONS:

B-1. Advancement: focuses on fostering relationships, building partnerships, creating awareness and generating

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support with alumni, donors, leaders, business partners, legislators and the community for the university's mission in academics, scholarship and outreach (see the office of University Advancement at <http://www.uidaho.edu/givetoidaho/meetourpeople/universityadvancementvpooffice.aspx>).

B-2. Cooperative education: a structured educational strategy that blends classroom studies with learning through productive work experiences. It provides progressive experiences for integrating theory and practice. Co-op education (including internships and externships) is a partnership between students, educational institutions and employers, with specified responsibilities for each party.

B-3. Distance education: the process through which learning occurs when teachers, students, and support services are separated by physical distance. Technology, sometimes in tandem with face-to-face communication, is used to bridge the distance gap.

B-4. Extension Service: Extension is an outreach activity that generally involves non-formal educational programs that transfer knowledge from the university to help improve people's lives through research in areas like agriculture and food, environment and natural resources, families and youth, health and nutrition, and community and economic development.

B-5. Extramural Professional Service: refers to activities that extend service beyond the university and can include elements of service, outreach, scholarship, and/or teaching.

B-6. Interdisciplinary: "an activity that involves teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or field of research practice."¹

B-7. Professional Development: a learning process that expands the capacity of the faculty member to advance in the responsibilities as defined in his/her position description and aligns with the university's goals. Examples include but are not limited to participation in conferences, continuing professional education (including credit and noncredit courses) and other activities that enhance a faculty member's expertise and ability.

B-8. Service learning: an activity that integrates student learning with service and civic engagement to meet real community needs and achieve learning outcomes. Service-learning can be used in curricular settings (i.e. academic courses) or co-curricular settings, (e.g. ASUI's volunteer/civic engagement programs).

B-9. Technology transfer: a process through which knowledge, technical information, and products developed through various kinds of scientific, business, and engineering research are provided to potential users. Technology transfer encourages and accelerates testing and using new knowledge, information and products. The benefit of technology transfer may occur either at the community (public) or firm (private) level.

B-10. Unit Administration: includes assisting higher administration in the assignment and in the evaluation of the services of each member of the unit's faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership.

C. RESPONSIBILITY AREAS: Faculty members are expected to contribute in each of the four major responsibility areas (C-1 through C-4 below). Expectations are more specifically defined in the individual position description and are consistent with unit by-laws. Each responsibility area may include activities in advancement, extramural professional service, interdisciplinary, and/or professional development./

C-1. TEACHING AND ADVISING: The university's goal is to engage students in a transformational experience of discovery, understanding and global citizenship. Faculty achieve this goal through effective instructing, advising

¹ National Academy of Science

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and/or mentoring of students./

a. Teaching: Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions. Any adjustments to a teaching appointment (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description.

Evidence of teaching effectiveness shall include student feedback on teaching, and may include course design reviews, teaching observations, self-assessment, learning outcome assessment data, teaching recognition and awards, mid-term formative feedback on instruction (FSH 2700 B-6), or other documentation of effective teaching. Additional information about evidence of teaching effectiveness can be found through the Provost's Office.

b. Advising: For the purposes of this section, advising includes mentoring and student retention activities. These activities are an important faculty responsibility and a key function of academic citizenship, and may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member's capacity to advise.

Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the unit or college; (2) undergraduate or graduate student advisees' evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards for advising, especially those involving peer evaluation.

C-2. SCHOLARSHIP AND CREATIVE ACTIVITIES: Scholarship is creative intellectual work that is communicated and validated. The creative function of a university requires the appointment of faculty members devoted to scholarship and creative activities. The university promotes an environment that increases faculty engagement in interdisciplinary scholarship. The university's Carnegie designation as "research university high" fosters an emphasis on scholarly and creative activities.

Scholarship and creative activities take diverse forms and are characterized by originality and critical thought. Both must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university. Both are ongoing obligations of all members of the faculty.

The basic role of a faculty member at the University of Idaho is to demonstrate and validate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and outreach/application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Units and colleges shall adopt criteria for the evaluation of scholarship and creative activities. The number of undergraduate and graduate students advised may be credited to Scholarship and Creative Activity or to Teaching and Advising for evaluative purposes, but not to both. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member.

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a. Scholarship in Teaching and Learning: can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design and other forms of teaching and learning research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of textbooks, laboratory manuals, or educational software; advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching materials to peers; and individual and/or collective efforts in securing and carrying out education grants.

The validation of scholarship in the area of teaching and learning is based in large measure on evaluation by the faculty member's peers both at the University and at other institutions of higher learning.

b. Scholarship in Artistic Creativity: involves validated communication and may be demonstrated by significant achievement in an art related to a faculty member's work, such as musical composition, artistic performance, creative writing, mass media activity, or original design.

The validation of scholarship in the area of artistic creativity is based in large part on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes of dissemination are possible depending on the character of the art form or discipline. For example, a published novel or book chapter for an anthology or edited volume or similar creative work is regarded as scholarship. Each mode of dissemination has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries.

c. Scholarship in Discovery: involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of university research centers.

Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member's work by other professionals in the field; published reviews and commentary about a faculty member's work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member's discipline or sub-discipline.

d. Scholarship of Integration: often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner.

e. Scholarship of Outreach/Application/Engagement: These activities apply faculty members' knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment. Examples may include economic development, environmental sustainability, stimulation of entrepreneurial

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activity, integration of arts and sciences into people's lives, enhancement of human well being, and resolution of societal problems. Like other forms of scholarship and creative activities, the scholarship of outreach/application/engagement involves active communication and validation. Examples of validation may include (but are not limited to): peer reviewed or refereed publications and presentations; patents, copyrights, or commercial licensing; adoption or citation of techniques as standards of practice; invited presentation at a seminar, symposium or professional meeting; and citations of the faculty member's work.

C-3. OUTREACH and EXTENSION: Outreach activities are originated by every unit on UI's Moscow campus and from each of the University's physical locations around the state.

Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities; and (e) undergraduate and graduate student recruiting activities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, workshops, presentations, and publications. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie at the intersection of outreach and teaching or research. Likewise, professional services may be associated with teaching, scholarship, or university service and leadership. A faculty member's position description specifies where his or her activities will be counted.

Evidence of effective outreach activities may include, but are not limited to, (1) documentation of the process by which needs were identified and what steps were taken to deliver carefully planned and implemented programs; (2) numbers of individuals and types of audiences affected; (3) evaluation by participants in outreach activities; (4) other measures of significance to the discipline/profession, state, nation, region and/or world; (5) quantity and quality of outreach publications and other mass-media outlets; (6) evaluation of the program's effects on participants and stakeholders; (7) awards, particularly those involving peer evaluation; (8) letters of commendation from individuals within organizations to whom service was provided; (9) service in a leadership role of a professional or scientific organization as an officer or other significant position; and (10) other evidence of professional service oriented projects/outputs.

C-4. UNIVERSITY SERVICE AND LEADERSHIP: The university seeks to create formal and informal organizational structures, policies, and processes that enable the university community to be effective, while also fostering a climate of participatory decision making and mutual respect.

a. Intramural service is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university in their special capacities as scholars should be a part of both the position description and annual performance review.

Within the university, intramural service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and unit committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the governance of the university and in the formulation of its policies, recognition should be given to faculty members who participate effectively in faculty and university governance. Intramural service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and co-workers.

Effective performance in intramural service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or unit committees; and (3) receiving University service awards, especially those involving peer evaluation.

b. Administration:

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(1) Unit Administration (see FSH 1565 B): FSH 1420 E describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations.

(2) Other: Effective conduct of university programs requires administrative activities that support scholarship, outreach and teaching. Program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy.

Demonstration of effective administration may be documented by a variety of means. Examples include: (1) compliance with applicable rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout of research contracts and grants as evidenced by timely reporting and budget management; (3) completion of the research contract or proposal scope-of-work; organized program operations including personnel and property management. Documentation of effective university program operation, beyond scholarship, may also include input by graduate and undergraduate students participating in the university program; and input by collaborators, cooperators, funding agency and beneficiaries of the program. Documentation of effective administration may include evaluations by faculty and staff, as well as objective measures of performance under the incumbent's leadership.

D. UNIVERSITY FACULTY (FSH 1520 Article II):

D-1. INSTRUCTOR: Instructors may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Appointment to instructor constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated below. To avoid confusion over university faculty (those who have voting rights per FSH 1520 II, Section 1) the title of Instructor shall not be used in any other university position.

a. Instructor. Appointment to this rank requires proof of advanced study in the field in which the instructor will teach, the promise of teaching effectiveness, and satisfactory recommendations. Instructors have charge of instruction in assigned classes or laboratory sections under the general supervision of the departmental administrator. When they are engaged in teaching classes with multiple sections, the objectives, content, and teaching methods of the courses will normally be established by senior members of the faculty or by departmental committees. Instructors are expected to assist in the general work of the department and to make suggestions for innovations and improvements.

b. Senior Instructor. Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching ability. Instructors are promotable to senior instructor. Effective teaching is the primary responsibility of anyone holding this rank and this primary responsibility is weighted accordingly in the annual performance evaluation and when a senior instructor is being considered for tenure. Except in very rare instances, this rank is considered terminal (i.e., it does not lead to promotion to the professorial ranks and there is no limitation on the number of reappointments). Prospective appointees to the rank of senior instructor must be fully informed of its terminal nature.

D-2. FACULTY:

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a. Assistant Professor. Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and outreach/application/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate the ability to conduct and direct scholarly activities, and to provide intramural and extramural professional service. [1565 C]

b. Associate Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed or promoted to this rank. Associate professors must have demonstrated maturity and conclusive evidence of having fulfilled the requirements and expectations of the position description. An appointee to this rank will have demonstrated effective teaching or the potential for effective teaching, the ability to conduct and direct scholarly activities in his or her special field, and provide service to the university and/or his or her profession. Evidence of this ability includes quality publications or manuscripts of publishable merit; and/or unusually productive scholarship in teaching and learning; and/or significant artistic creativity; and/or major contributions to the scholarship of outreach/application/engagement. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities, and in providing intramural and extramural professional service. [1565 C]

c. Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. A professor should have intellectual and academic maturity, demonstrated effective teaching or the potential for effective teaching and the ability to organize, carry out, and direct significant scholarship in his or her major field. A professor will have made major scholarly contributions to his or her field as evidenced by several quality publications and/or highly productive scholarship in one or more of the areas of teaching and learning, discovery, artistic creativity, and outreach/application/engagement. Professors have charge of courses and supervise research, and are expected to play a major role of leadership in the development of academic policy, and in providing intramural and extramural professional service. [1565 C]

D-3. RESEARCH FACULTY:

a. Assistant, Associate and Professor. Appointment to these ranks requires qualifications, except for teaching effectiveness, that correspond to their respective ranks as for faculty in D-2 above.

D-4. EXTENSION FACULTY:

a. Extension Faculty with Rank of Instructor. Appointment to this rank requires: sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the development of harmonious relations with others.

b. Extension Faculty with Rank of Assistant Professor. Appointment to this rank requires a master's degree along with the qualifications of extension faculty with rank of instructor and: demonstrated leadership ability in motivating people to analyze and solve their own problems and those of their communities; evidence of competence to plan and conduct an extension program; a record of effectiveness as an informal instructor and educational leader; proven ability in the field of responsibility; evidence of continued professional growth through study and participation in workshops or graduate training programs; acceptance of responsibility and participation in regional or national training conferences; membership in appropriate professional organizations, and scholarship in extension teaching or practical application of research; demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves.

c. Extension Faculty with Rank of Associate Professor. In addition to the qualifications required of extension faculty with rank of assistant professor, appointment or promotion to this rank requires: achievement

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of a higher degree of influence and leadership in the field; continued professional improvement demonstrated by keeping up to date in subject matter, extension teaching methods, and organization procedures; progress toward an advanced degree if required in the position description; demonstrated further successful leadership in advancing extension educational programs; evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution; an acceptance of greater responsibilities; a record of extension teaching or practical application of research resulting in publication or comparable productivity; a reputation among colleagues for stability, integrity, and capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context.

d. Extension Faculty with Rank of Professor. In addition to the qualifications required of extension faculty with rank of associate professor, appointment or promotion to this rank requires: regional or national recognition in the special professional field or area of responsibility; a record of successful organization and direction of county, state, or national programs; an outstanding record of creative extension teaching or practical application of research resulting in significant publications or comparable scholarship; active membership and effective participation in professional committee assignments and other professional organization activities; demonstrated outstanding competence in the field of responsibility; achievement of full maturity as an effective informal teacher, wise counselor, leader of extension educational programs, and representative of the university. These activities may occur in a domestic or international context.

D-5. LIBRARIAN:

a. Librarian with Rank of Instructor. Appointment to this rank requires an advanced degree in library science from a library school accredited by the American Library Association or an equivalent terminal degree and relevant experience and: (a) evidence of potential for successful overall performance and for development as an academic librarian; (b) when required for specific positions (e.g., cataloger, assistant in a subject library), knowledge of one or more subject areas or pertinent successful experience in library work.

b. Librarian with Rank of Assistant Professor. Appointment to this rank requires the qualifications for librarian with rank of instructor and: (a) demonstrated ability, competence, and effectiveness in performing assigned supervisory-administrative, specialized public service, or technical service responsibilities; (b) demonstrated ability to establish and maintain harmonious working relationships with library colleagues and other members of the university community; (c) evidence of professional growth through study; creative activity; participation in workshops, conferences, seminars, etc.; participation in appropriate professional organizations; awareness of current developments in the profession and ability to apply them effectively in the area of responsibility; (d) service to the library, university, or community through committee work or equivalent activities.

c. Librarian with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context.

d. Librarian with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) demonstrated outstanding competence in the area of responsibility; (b) achievement of an outstanding record of creative librarianship, of effective administration, or of practical application of research resulting in significant publications or comparable productivity; (c) an

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additional degree in library science or in a pertinent subject area or equivalent achievement; (d) regional or national recognition for contributions to the profession based on publications or active and effective participation in the activities of professional organizations; (e) evaluation by colleagues as an effective librarian who will continue to recognize that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context.

D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

a. Psychologist with Rank of Instructor. Appointment to this rank requires: an advanced degree in counseling, counseling psychology, clinical psychology, or closely related field earned in a professional program accredited by the appropriate accrediting association; evidence of effective skills in counseling or therapy; and evidence of pursuit of a terminal degree.

b. Psychologist or Licensed Psychologist with Rank of Assistant Professor. Appointment to this rank requires the qualifications for psychologist with rank of instructor and: a doctoral or equivalent terminal degree; evidence of effective skills in counseling or therapy; awareness of current developments in the profession; and demonstrated potential for participation in appropriate professional organizations, service to the Counseling and Testing Center, the university, and the community through teaching, committee membership, or equivalent activities, and the development and execution of research projects or the development and execution of outreach services designed to benefit UI students.

c. Licensed Psychologist with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: possession of a license as a psychologist in the state of Idaho; evidence of continued development of skills in counseling or therapy, as demonstrated by attendance at training workshops, personal study that leads to the presentation of workshops, classes, or seminars, or private study that leads to in-service training of personnel of the Counseling and Testing Center; evidence of continued professional development through service in professional organizations; evidence of effective teaching or training; completion of research that has resulted in quality publications or manuscripts of publishable merit, or the design and implementation of a continuing program in the Counseling and Testing Center that is of benefit to UI students and represents professional achievement of publishable merit; and continued service to the university and community through committee work or participation in community organizations. These activities may occur in a domestic or international context.

d. Licensed Psychologist with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: demonstration of outstanding competence in counseling or therapy; establishment of an outstanding record in research and publication or in development of continuing programs that contribute to the betterment of university students; continued professional improvement through private study, directed study, or attendance at workshops, conventions, etc.; regional or national recognition for contributions to the profession through publication, presentation of workshops, or active and effective participation in the activities of professional organizations; and recognition by colleagues as an effective psychologist who realizes that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context.

D-7. OFFICER-EDUCATION: Appointment of persons to the faculties of the officer education programs was established for the purpose of ensuring the academic soundness of the programs. The dual role of these faculty members as military officers and academic instructors is recognized. The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects:

a. Academic Preparation. It is desirable for officer education faculty members to have at least a master's degree. In his or her most recent education, the officer should have a superior academic record as demonstrated by such measures as high grade-point average in graduate school, being in the upper half of the class in graduate school, or superior graduate-level ability as attested in letters of recommendation from graduate-school professors.

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b. Specialized Preparation. The officer must have significant education, experience, or formal preparation in the subject areas in which he or she will teach.

c. Military Background and Preparation. A junior officer is expected to have had significant professional performance and experience. It is also desirable that the officer have some formal military education beyond commissioning. A senior officer should have broad experience with excellent performance. He or she is expected to have attended a junior or senior military college and to have made a distinguished record there.

d. Teaching. It is desirable for officers to have had some teaching experience. It is recognized that this is not always possible for junior officers. For such an officer, there should be some evidence that he or she will become a satisfactory teacher. Heads of officer education programs are expected to be experienced instructors.

e. Nominees who will pursue graduate studies at UI for one year before becoming an instructor will be given preliminary approval. In their last semester of full-time graduate enrollment, the service should submit the required information to the Officer Education Committee for regular, final approval. For preliminary approval, the officer should, in addition to the military requirement, show promise of being successful in graduate studies. This could be demonstrated by (a) a high score on the Graduate Record Examination, if taken, (b) full enrollment status as a graduate student at UI, (c) a high overall grade-point average in college (3.00 or above on a 4-point scale), (d) a high grade-point average in a major area, or (e) a good record in the final year of college and graduate-level ability as attested by letters of recommendation from college professors.

f. Appointment:

1. The following information is submitted by the nominee's service: (1) transcripts from undergraduate and graduate academic institutions; (2) transcripts or appropriate records from military schools and staff colleges; (3) at least three letters of recommendation from appropriate sources, such as former professors, military instructors, and supervisors or commanders. These letters should be concerned with matters such as the officer's civilian academic performance, military record and leadership ability, and actual or potential performance as a teacher. (Former supervisors or commanders could give their opinion based on the officer's demonstration of leadership ability and his or her experience as a training officer.); (4) a summary of the officer's duty assignments and military and teaching positions held; (5) copies of favorable communications from the officer's file.

2. The following is provided by the program unit concerned: (1) a description of the military schools attended and courses completed by the nominee; (2) a description of the positions held by the nominee; (3) an explanation of the appropriateness of the officer's experience and training to the courses he or she will teach.

3. Copies of the requested material are distributed by the local unit to the members of the Officer Education Committee at least 72 hours before the meeting at which the committee will consider the nominee. For appointments commencing in the fall, this information should normally be made available not later than the preceding May 1.

4. In the case of a person nominated to head an officer education program, UI may require a personal interview.

5. A minimum of two weeks, after receipt of all required information, is necessary for consideration of the nominee. UI notifies the nominee's service of its decision within one month.

D-8. UNIVERSITY DISTINGUISHED PROFESSOR: Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor² is bestowed upon

² As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor's name may be added to the title.

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University of Idaho faculty in recognition of sustained excellence in teaching, scholarship³, outreach, and service. The rank will be held for the remainder of the recipient's active service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly fields at the University. University Distinguished Faculty will receive a stipend of at least \$5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). Final discretion in conferring the rank of Distinguished Professor and the number of appointments in a given year resides with the President.

a. Selection Criteria: In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University through their work.

University Distinguished Professors will have achieved a superior record in the following areas: scholarly, creative, and artistic achievement; breadth and depth of teaching; and University service and service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external publics.

University Distinguished Professorships will be conferred on members of the University of Idaho Faculty who have attained the rank of Professor and have completed a minimum of seven years of service at the University, typically at the rank of Professor.

b. Selection Process: University Distinguished Professorships will be awarded by the president upon recommendation of The University Distinguished Professorship Advisory Committee a standing committee composed of four faculty members and three deans. The committee members should reflect all dimensions of diversity in the university community. They will be appointed by the Provost to serve three-year terms on a staggered basis. 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.

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually.
2. Written nominations will be submitted to the Provost and must include:
 - a. A nominating letter with a brief summary of the candidate's achievements;
 - b. The candidate's *curriculum vitae*, including a list of any significant previous awards;
 - c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The candidate may also include a maximum of three additional letters of support, as appropriate, from students, colleagues at the University of Idaho, and/or other institutions. Letters should describe the impact of the nominee on her/his field, evidence of external recognition, and the context of her/his work over the course of her/his employment.
3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes recommendations to the Provost for transmittal to the President.
4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no candidates will be selected.
5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

D-9. CLINICAL FACULTY: Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted to

³ Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.

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the ranks of clinical assistant professor, clinical associate professor or clinical full professor.

a. Responsibilities, Privileges, and Rights. A clinical faculty member has a primary employment responsibility in a UI unit. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the clinical faculty. They have the same responsibilities and privileges as university faculty (FSH 1520 II 1)

Clinical faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service.

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups.

2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

b. Qualifications. Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those expected of faculty within the unit.

c. Conversion. Instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean, subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances the university's strategic goals than a tenure-track position.

E. EMERITUS STATUS. (FSH 1520 II.2)

E-1. PURPOSE. Emeritus status benefits both the university and emeriti by providing opportunities for emeriti to maintain ties with faculty members and continue service to the university and community.

E-2. ELIGIBILITY. A board-appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has a minimum of 8 years of service and attained the rule of 65 (age plus years of service is at least 65) is eligible for emeritus status.

E-3. APPOINTMENT.

1. Faculty must request consideration for emeritus status. This request may be made in the notice of resignation or in a request made directly to the provost. This request may be made along with or at any point following the submission of the letter of resignation. If a faculty member who is eligible for emeritus status under section E-2 does not request consideration for emeritus status in their resignation letter, then their college or department will send a notice to the faculty member asking if they wish to request emeritus status. The college or department will send a similar notice to any eligible faculty who receives a terminal contract due to program closure or similar circumstances.
2. In ordinary circumstances, the provost will grant emeritus status if the eligibility requirements specified in E-2 are satisfied. In exceptional circumstances, the provost may suspend the above eligibility rules and award, deny, or revoke a faculty member's emeritus status with a written notification to the faculty member stating the reasons for the decision and notifying them of the ability to appeal. A faculty member may appeal this decision to the Faculty Senate Chair, Faculty Senate Vice Chair, and Faculty Secretary, where the provost's decision must be upheld by a unanimous vote in order to be enacted. Examples of exceptional circumstances include the reasons outlined in FSH 3910 A-1.

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3. A list of emeriti is maintained by the Provost's office.
4. Emeriti are responsible for updating contact information with the university.

E-4. PRIVILEGES.

- a. **Access.** Emeriti continue to have access to research, library, and other UI facilities.
- b. **Participation.** UI encourages the voluntary continued participation of emeriti in the activities of the academic community. Emeriti may take an active role in the service and committee functions of their department, college, and the university as described in FSH 1520 II.2. Other activities are subject to approval by the provost.
- c. **Title.** Emeriti may use the title "professor emeritus/emera," "research professor emeritus/emera," or "extension professor emeritus/emera," as applicable. A faculty member without such rank has the designation "emeritus" or "emera," as applicable, added to the administrative or service title held at the time of retirement.
- d. **Mail.** Departmental mailboxes continue to be available to emeriti who reside locally. Emeriti who have departmental mailboxes receive full distribution of departmental notices unless otherwise requested.
- e. **Office supplies.** Office supplies are available under regular departmental procedures.
- f. **Postage.** Departmental postage may be used for professional mail.
- g. **Parking.** Emeriti receive one non-transferable gold parking permit annually.
- h. **Discount programs.** Emeriti receive any discounts available to other faculty members through various UI programs.
- i. **Functions.** Emeriti are invited to the same university, college, and departmental functions as active faculty.
- j. **Travel funding.** Travel funding may be used to support professional activities of emeriti in service to the university (e.g. guest lectures, research design, consultation, etc.). Emeriti may have a lower priority for travel funding than active faculty and such funding is at the discretion of the unit administrator or dean.
- k. **Office/lab space.** Offices and labs for emeriti are provided on a space-available basis as determined by the unit administrator or dean, giving higher priority to active faculty and unit needs. Office and lab space allocations to emeriti may be revoked upon 60 days' notice.
- l. **Information technology services.** Emeriti who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g., email, instant messaging, etc.), technical support, and offered software.

E-5. EMPLOYMENT OPPORTUNITIES.

- a. Emeriti may hold a temporary or permanent part-time position (0.49 FTE or less) subject to regular employment procedures. It is the responsibility of emeriti to consult with HR regarding impact to benefits.
- b. Emeriti shall not serve as supervisors of other employees unless they hold a position as outlined in E-5-a herein.

F. ASSOCIATED FACULTY: Associated faculty members (see FSH 1520 II-3) have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave.

F-1. AFFILIATE FACULTY:

- a. **General.** The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection d below, and authorizes assignment of service functions as described in subsection d-2 below. It is also a means of encouraging greater cooperation between and among academic departments and other units. An affiliate faculty member holds a non-tenure-track faculty status in an appropriate academic discipline.

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b. Employment Status. An affiliate faculty member may, by virtue of his or her employment, have either one of the following relationships with UI: (1) that of a UI employee, normally an exempt employee, who is [a] a member of the faculty or staff of a unit of the university other than the one in which he or she has affiliate-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has affiliate-faculty status; (2) that of an employee of a governmental or private agency who is assigned by that agency to a UI unit or to one of the agency's units or programs that is officially associated with the university.

c. Distinction between Affiliate and Adjunct Faculties. Members of the affiliate faculty have a more direct relationship with UI than do members of the adjunct faculty [see 1565 F-2]. Members of the adjunct faculty are not UI employees. An adjunct faculty member's primary employment is with a unit or program that is not officially associated with UI. Thus, the relationship of a member of this faculty category to UI is essentially that of a collaborator with a UI unit, program, or faculty member. An affiliate faculty member, in contrast, has a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. In addition, he or she has a secondary relationship to another unit in a supporting role, or has a secondary relationship to the academic program in the same unit in which he or she has a primary employment responsibility. These latter relationships are the kind that are recognized by the affiliate faculty membership.

d. Responsibilities, Privileges, and Rights. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.)

Affiliate faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service.

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees (with approval by the dean of graduate studies), or act as expert advisers to faculty members or groups.

2. The nature and extent of the services to be rendered are determined jointly by the affiliate faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned.

3. Affiliate faculty qualify for the faculty-staff educational privilege [see 3740]

e. Qualifications. Assignment to an affiliate faculty position is based on demonstrating knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to what is expected of faculty within that unit.

f. Appointment.

1. Appointments to the affiliate faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointment should be continued unless the affiliate faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university.

2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee's immediate supervisor and the faculty

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of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents.

3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a "Personnel Action" form.

F-2. ADJUNCT FACULTY:

a. General. The adjunct faculty includes highly qualified persons who are not employed by UI but are closely associated with its programs. [For the distinction between the affiliate and the adjunct faculty categories, see 1565 F-1-c.]

b. Responsibilities. Members of the adjunct faculty have the same academic freedom and responsibility as do members of the university faculty; however, their right to vote in meetings of the university faculty and of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. Adjunct faculty members may be assigned to advise students on their academic or professional programs at any level; to work in cooperative research projects; to serve on committees, including graduate students' supervisory committees (with approval by the College of Graduate Studies); to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning.

c. Qualifications. Adjunct faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the adjunct faculty member's responsibility.

d. Adjunct faculty do not qualify for the faculty-staff educational privilege. (see 3740)

e. Appointment.

1. Appointments to the adjunct faculty may be made at any time. b. Appointments are for an indefinite period, but are to be reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointments should be continued unless the adjunct faculty member is actively engaged in the responsibilities for which he or she was appointed.

2. Recommendations for appointment to the adjunct faculty are normally developed at the departmental level and have the concurrence of the departmental faculty. For interdisciplinary degree programs, adjunct faculty may also be assigned responsibilities with respect to the degree programs with approval of the program faculty and of the program director. Appointments must be approved by the dean of the college, the provost, the president, and the regents.

3. Before formal appointment procedures are begun, the prospective adjunct faculty member must agree to serve under the provisions herein described. When necessary, the consent of the nominee's employer, if any, will be requested and recorded.

4. Appointment information is recorded on the regular "Personnel Action" form.

5. The appointment of adjunct faculty members to graduate students' supervisory committees requires approval by the dean of the College of Graduate Studies.

G. TEMPORARY FACULTY: Temporary faculty have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave.

G-1. LECTURER. A teaching title that may be used at any level, i.e., it carries no specific connotation of rank among the professorial titles. This title is conferred on one who has special capabilities or a special instructional

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role. Lecturers are neither tenurable nor expected to progress through the professorial ranks. A lecturer qualifies for faculty status with vote during any semester in which he or she (a) is on an appointment greater than half-time and (b) has been on such appointment for at least four semesters. When a lecturer qualifies for faculty status they shall be reviewed at a minimum of every 5 years thereafter as determined by the unit's bylaws. The review committee defined by the unit's bylaws shall include tenure-track faculty within the unit.

G-2. VISITING FACULTY. A designation that, when used with a professorial title, customarily indicates that the appointee holds a regular teaching or research position at another institution. A visiting appointee who does not hold a professorial rank elsewhere may be designated as a lecturer. Appointees with visiting academic ranks (e.g., visiting associate professor, visiting professor) are considered temporary members of the university faculty. Those on full-time appointment have the privilege of voting in meetings of the university faculty and of the appropriate constituent faculties.

G-3. ACTING. Persons who are judged competent to perform particular duties may be appointed for temporary service as acting members of the faculty. An acting appointment may also be used to establish a probationary period for an initial appointment of a person who, while being considered for a regular position on the faculty, is completing the required credentials for a permanent appointment. Persons on acting status are not voting members of the university faculty or of constituent faculties.

G-4. ASSOCIATE. A title for a nonstudent with limited credentials who is assigned to a specialized teaching, research, or outreach position. Associates are exempt staff and are not members of the university faculty or of constituent faculties.

H. NON-FACULTY: Those within this category are not members of the faculty.

H-1. POSTDOCTORAL FELLOW. Postdoctoral fellows are persons who hold the doctoral degree or its equivalent at the time of their appointment and are continuing their career preparation by engaging in research or scholarly activity. Postdoctoral fellows are special exempt employees in the category of "temporary or special" (FSH 3080 D-2 a) employees recognized by the regents. [See also 3710 B-1.b.]

H-2. GRADUATE STUDENT APPOINTEES: The general nature of the following graduate assistantships is defined as an apprenticeship experience that consists of a work obligation partnered with educational and developmental activities, all of which are integrated with the graduate degree program of the student. All graduate assistants must be individually mentored by a faculty advisor and may receive additional mentoring from other faculty and/or staff on or off campus. All graduate assistant positions (H-2. a, b, c) are limited to twenty hours per week of work. All graduate student appointees must be academically qualified and registered. [See also 3080 D-2-a.]

a. Graduate Teaching Assistant. Graduate Teaching Assistants perform duties related to the instructional efforts of the unit in which they are employed under the supervision of a member of the university faculty, associated faculty, or temporary faculty (see FSH 1565 D, F, and G). These duties, which must be associated with academic credit instruction and constitute at least 50 percent of a Graduate Teaching Assistant's effort, may include, but not be limited to: primary teaching responsibilities; grading assignments; assisting with the delivery of instruction through technology; and providing other assistance related to instruction.

b. Graduate Research Assistant. Graduate Research Assistants develop competence in performing professional-level work in support of research, scholarship, or creative activity. These positions can only have duties within the scope of work permitted by the funding source.

c. Graduate Support Assistant. Graduate Support Assistants perform a wide range of duties and can have varying responsibilities in academic and non-academic campus departments and programs. The specific duties depend on the needs of the office or project and on the qualifications and experiences of the Graduate Support Assistant. Graduate Support Assistants may provide academic and/or non-academic instruction, and/or assist with research, or provide other support functions. The duties must be directly related to the Graduate Support

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Assistant's program of study. The College of Graduate Studies shall periodically publish standards governing the permissible scope of Graduate Support Assistant appointments on its website.

I. QUALIFICATIONS OF NONFACULTY MEMBERS FOR TEACHING UI COURSES. Persons who are not members of the university faculty but are selected to teach UI courses offered for university-level credit (including continuing-education courses and those offered by correspondence study) are required to have scholarly and professional qualifications equivalent to those required of faculty members.

Version History

Amended July 2022. Revised and clarified section C-1.a. to expand and clarify the evidence that may be used in evaluating teaching effectiveness.

Amended July 2021. Editorial changes.

Amended July 2020. The policy on emeritus status was extensively revised to provide greater clarity, ensure conformity with labor law, and add the ability to revoke emeritus status in exceptional circumstances. Section D-5 Librarian was revised to provide more flexibility in recruiting efforts.

Amended January 2020. The policy on office hours was moved from FSH 3240 to C-1.c. Changes were made to sections C-1 and C-3 to ensure that faculty efforts in the areas of teaching, advising, and outreach and extension are properly credited.

Amended July 2018. A new category for graduate support assistants was added to address needs that are not covered under the role of a typical teaching or research assistant position.

Amended July 2014. The cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised.

Amended January 2014. The time necessary to qualify for emeritus status was redefined.

Amended July 2013. Definitions for research and teaching assistants were more clearly defined.

Amended July 2012. Edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E.

Amended July 2011. Voting for associated faculty was clarified and Clinical Faculty under "G. Temporary Faculty" moved to "D. University Faculty" as D-9 and was revised.

Amended July 2010. The affiliate and adjunct terms were switched to conform to national norms and the rank of Distinguished Professor was added.

Amended January 2010. Changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege.

Amended July 2008. The policy was reorganized to better reflect classifications as stated in FSH 1520 Article II.

Amended July 2006. Substantial revisions were made to Section A.

Amended July 2001. Section J-1, voting rights for lecturers, was changed.

Amended July 2000. Revisions were made to C-1, D-1, and E-1.

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Amended 1998. Extensive revisions were made to B (entirely new), C, D, and E.

Amended July 1998. Section A underwent additional substantial revision.

Amended July 1996. The definitions of ‘postdoctoral fellow’ (J-5), ‘graduate assistant’ (K-3) and ‘research fellow’ (K-4) were revised.

Amended July 1994. Section A was substantially revised, so as to underline better the importance of both teaching and scholarship. The so-called “Voxman Amendment” (the addition of ‘in the classroom and laboratory’ to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance.

Amended 1987. The material in section I was added.

Adopted 1979.



POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition x Revision* Deletion* Interim Minor Amendment
Policy Number & Title: **FSH 2300 STUDENT CODE OF CONDUCT**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Cari Fealy, Associate Dean of Students

Policy sponsor, if different from originator: Blaine Eckles, Dean of Students

Reviewed by General Counsel: __Yes X__No Name & Date: Review pending

Comprehensive review? _x_Yes __No

- Policy/Procedure Statement:** Briefly explain the reason for the proposed change. Comprehensive review resulting in rewrite. FSH 2300 Student Code of Conduct and FSH 2400 University Disciplinary Process for Alleged Violations of Student Code of Conduct have been combined into one policy, FSH 2300 Student Code of Conduct and Resolution Process. This policy revision is accompanied by the proposed deletion of FSH 2400.

The following are the major changes to the policy:

- The policy was rewritten using language more accessible and understandable for students.
- The Code of Conduct and conduct process were combined in a single policy for ease of use.
- Removed processes related to Title IX sexual harassment to align with the recently revised FSH 6100.
- Added clarifying language around academic dishonesty resolution.
- Added language aligning with case law to follow best practices in student conduct policies.
- Added a section on free speech.

- Fiscal Impact:** What fiscal impact, if any, will this change have?

No direct impact.

- Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

FSH 2400

FSH 6100

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

2300

STUDENT CODE OF CONDUCT & RESOLUTION PROCESS

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- A. Introduction**
- B. Purpose**
- C. Scope**
- D. Definitions**
- E. Prohibited conduct**
- F. Conduct resolution process**
- G. Miscellaneous**

A. Introduction

A-1. The University of Idaho is committed to creating and maintaining a productive living-and-learning community that fosters the intellectual, personal, cultural, and ethical development of its students. Self-discipline and respect for the rights and privileges of others are essential to the educational process and to good citizenship. Student expectations include:

- Students are expected to show respect for order, civility, and respect for the rights of others within and without the University as these attributes are demanded of good citizens.
- Students are expected to uphold the rights and dignity of others regardless of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation or gender identity.
- Students are expected to uphold the integrity of the University as a community of scholars in which free speech is available to all and intellectual honesty is demanded of all.
- Students are expected to respect University policies as well as local, state, and federal law.

A-2. The University of Idaho conduct process works to balance the safety and security of the members of the University of Idaho community through personal accountability, reflection, and growth. Students have an opportunity to reflect on their choices, understand how their actions have an impact on those around them, and grow from the experience.

A-3. The University strives to provide a fair and consistent student conduct process based on university policy and best practices. By educating students to better understand how their decisions affect themselves and their community they learn reflection, follow-up, and accountability. The Dean of Students Office collaborates with campus and community partners to provide resources and support to students.

B. Purpose

B-1. The Student Code of Conduct & Conduct Resolution Process (“the Code”) contains prohibited student conduct and regulations for addressing reports of such conduct in a manner consistent with the requirements of procedural due process. In addition to the general expectations for conduct as set forth in this chapter, it contains a description of prohibited conduct.

B-2. The Dean of Students or their designee (referred to collectively in the Code as “the DOS”) has primary authority and responsibility for the administration of the Code.

The DOS, upon finding, in its discretion, that there is a conflict of interest, or for other reasons necessary to effectuate the policy, may appoint an external person to serve in any of the roles created in the Code. The Dean of Students works with faculty, staff, hearing officers, and/or the student conduct board in the disposition of Student Code of Conduct violations. There is no standard discipline that applies to violations of the Student Code of Conduct. In deciding the outcome in each situation, the Dean of Students will consider, among other factors, the nature and seriousness of the behavior, the motivation underlying the behavior, and precedent in similar cases.

B-3. Although DOS has primary authority and responsibility for administration of the Code, the Director of the University's Office of Civil Rights and Investigations (“OCRI”) has primary authority and responsibility for the investigation of prohibited student conduct that includes allegations of discrimination, as defined in the Code. We invite you to learn more about the interplay between the Code and OCRI's policies, procedures, and processes by visiting [OCRI's website](#) or directing inquiries to ocri@uidaho.edu.

B-4. The Code does not restrict protected speech, even speech that some may find objectionable. The interplay between freedom of speech and expectations for students is complex and we invite you to learn more about freedom of speech and the Dean of Students office student conduct processes as they relate to freedom of speech by directing inquiries to askjoe@uidaho.edu.

B-5. The University bears the burden of proving that a student engaged in misconduct by a preponderance of evidence. A “preponderance of evidence” means that quantity and quality of evidence which, when fairly considered, produces the stronger impression, and has the greater weight, and is more convincing as to its

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truth than the evidence in opposition – or in other words, the facts as determined by the Hearing Officer or Board indicate that it is more likely than not that the student violated the Code. Formal rules of evidence applied in courtroom proceedings do not apply to this process. Evidence that is determined to be relevant to a case, by the Hearing Officer, Administrator, or Board Chair, is admissible at a hearing. This may include direct evidence, circumstantial evidence, documentary evidence, hearsay evidence, and signed statements. Admitting evidence does not imply that the evidence carries specific level of weight, including persuasiveness and credibility. Unduly repetitive information is not relevant.

B-6. The administration of the Student Code of Conduct and Student Conduct Process applies affirmative action and equal opportunity standards consistent with FSH 3060 and 3065. Additionally, the Code is supported by nondiscrimination practices and definitions in FSH 3200, 3210, 3215, and 6100.

C. Scope

C-1. Individuals subject to the Code

a. Students

1. By enrolling at the University of Idaho, students voluntarily accept responsibility for compliance with all University policies including the Code.
2. Students are responsible for their behavior from time of admittance to the University through the awarding of a degree, even though conduct may occur before classes begin or after classes end. Students are responsible for their conduct during the academic year and during periods between enrollment terms.
3. The University recognizes that students may also be employees, and their conduct may be subject to review and discipline under the Code and any applicable employment policies.

b. Reporting parties. Employees and students who are reporting student behavior that may be prohibited by the Student Code of Conduct.

c. Other. Employees and students who are otherwise involved in the conduct process.

C-2. Behavior subject to the Code

a. The Code applies to conduct that occurs on University property, within or at University–sponsored activities, off campus, online, or through other electronic means.

b. The University may address off-campus behaviors when the Dean of Students determines that the off-campus conduct affects a University interest. University interests include but are not limited to health and safety, protection of rights or property of others and promoting the University’s mission.

c. Jurisdiction for the DOS to address student behavior or misconduct begins upon admission and ends at commencement. If serious misconduct was

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committed while a student was enrolled but is reported after graduation, the University may invoke the disciplinary process referred to in Section F and may revoke the student's degree if they are found responsible.

d. If a student withdraws from school while a conduct matter is pending, the Code remains applicable to the student's conduct prior to withdrawal.

e. The University reserves the right to proceed with the conduct process in a student's absence or to delay the process until the student seeks re-enrollment.

f. Depending on conduct process outcomes, a hold may be placed on the student's ability to re-enroll and the student may be required to satisfy all outcome requirements prior to re-enrollment eligibility.

g. Behavior conducted online, or through any other electronic medium, including online postings, video, photographs, blogs, web postings, chats, and social networking sites is in the public sphere and is not private and falls within the jurisdiction of the Code provided the other criteria, e.g., student status, are satisfied.

h. If the prohibited conduct involves a student organization, the individual students are subject to the Code, and the organization is subject to FSH 2350 Student Organization Code and Resolution Process.

i. DOS encourages all behavior to be reported in a timely manner but understands that barriers may exist to reporting prohibited behavior and that some reported behavior warrants DOS review for conduct proceedings even if the reported behavior occurred well in the past. DOS has discretion to initiate conduct proceedings for all reported behaviors, regardless of time of occurrence, based on the nature of and totality of the circumstances.

D. Definitions. The following definitions explain the terminology used in the Code. Particular code violations are listed and defined in Section E Prohibited conduct.

D-1. Academic dishonesty: Intentional participation in deceptive practice in one's academic work or the academic work of others. Examples include cheating, fraud, plagiarism, or falsification of research results and are individually addressed and more fully defined in Section E .

D-2: Academic outcome: A consequence imposed by instructors for findings of academic dishonesty. Academic outcomes include, but are not limited to, grade adjustments, failing a class, or resubmission of academic work.

D-3: Academic work: Any academic work required for completion of academic requirements in a course. Academic work includes but is not limited to assignments, quizzes, examinations, problem solving, class exercises, and/or drafts of work.

D-4: Administrator: The Dean of Students or designee will serve as the administrator. The administrator can serve as a decision-maker and is the non-

voting advisor to the Student Conduct Board and each SCB hearing panel.

D-5: Advisor: The person of the student's choosing who has agreed to advise the student during the University disciplinary process and attend scheduled meetings with the student. The Advisor's role is simply to advise the student, and the Advisor is not permitted to speak during hearings, conferences, or interviews unless allowed by the University official conducting the interview.

D-6: Complainant: An individual who is alleged to have been subjected to conduct that could constitute prohibited conduct under the Code. There may be more than one complainant for an incident. In certain circumstances, the Dean of Students or another University official may initiate a resolution process under the Code against one or more respondents on behalf of the University where there is not a complainant in the incident, the complainant(s) is(are) unknown, or the complainant(s) does(do) not wish to participate in the resolution process. Initiating a resolution process under the Code does not suggest that the allegations are credible or have merit or that there is evidence sufficient to determine responsibility. The Dean of Students or other University official who initiates the resolution process does not become a complainant or other party to the resolution process and still serves free from bias or conflict of interest for or against any party in the process.

D-7: Conduct decision: A written decision determining the resolution of the reported behavior. The decision will include a finding of responsible or not responsible and any applicable outcomes.

D-8: Conduct record: The student conduct record maintained by the Dean of Students in connection with a reported or substantiated violation of the Code. The student conduct record may include complaints, notices, hearing records, conduct findings, outcomes, and other documents deemed relevant by the Dean of Students.

D-9: Consent: Knowing, voluntary, and clear permission by word or action to engage in activity with another individual(s), not limited to sexual activity. Consent can be withdrawn at any time upon notice, by word or action, to the other party.

D-10: Days: Days that the University is open for business, not including Saturdays, Sundays, Fall Recess, Winter Recess, Spring Recess, or University holidays.

D-11: DOS: The Office of the Dean of Students, which is responsible for the administration of the Student Code of Conduct and includes the Dean of Students and their designees.

D-12: Educational setting: All academic, educational, extracurricular, athletic, and other programs of the University of Idaho, regardless of location, and including online formats.

D-13: Final institutional decision: The final institution decision is the outcome of an informal resolution, hearing with a hearing officer, or hearing with a student conduct board and at the point at which the parties have pursued or declined all response opportunities.

D-14: Finding: A conclusion reached as result of an inquiry, investigation, or hearing and is also referred to as a decision.

D-15: Formal resolution process: A conduct process by which notice and opportunity to be heard is provided and that often includes a student conduct process occurring before a Hearing Officer or Student Conduct Board which issues a written decision following the hearing.

D-16: Hearing: A formal process maintained by the University to review and address allegations of violations of the Code that follows the process and rules outlined in the Code but is not subject to other external rules (such as federal or state evidentiary rules or procedures).

D-17: Hearing officer: A person appointed by the Administrator to serve as the person presiding over a hearing. The hearing officer investigates the alleged behavior and administers the conduct process for informal resolutions. The Administrator may also serve as the hearing officer.

D-18: Hearing panel: A panel composed of members of the Student Conduct Board, who are selected by the Student Conduct Board chairperson for purposes of hearing a formal resolution process and issuing a written decision that may include findings of responsibility of Code violation.

D-19: Informal resolution process: An alternative method of resolving a matter under the Code, entered into voluntarily by all parties and the University, that seeks to address and resolve the alleged conduct or harm without the use of the formal resolution process outlined below.

D-20: Instructor: In cases of academic dishonesty, the instructor may be the faculty member, teaching assistant, or other employee responsible for course instruction.

D-21: Investigator: The person assigned by the University to investigate a report of a violation of the Code.

D-22: Mediation: An intervention between conflicting parties to promote reconciliation, settlement, or compromise.

D-23: Misconduct: Behavior that is prohibited by the Student Code of Conduct or that violates a University directive or policy.

D-24: Office of Civil Rights & Investigations (OCRI): The Office at the University that is responsible for ensuring compliance with federal and state laws and University policies related to discrimination or harassment based on a protected class. This includes retaliation when engaging in a protected process. OCRI undertakes necessary investigations and prepares recommendations and written reports that may be reviewed by the DOS for further conduct processes related to the underlying facts investigated and the nature of the reported behaviors of students investigated by their office.

D-25: Outcome: Disciplinary or corrective action imposed by the deciding body of a student conduct process following a finding of student misconduct. The term includes, but is not limited to, educational programming, restitution, community service activities, apology letters, probation (including denial of specified University privileges), suspension, termination, or other such outcomes deemed appropriate.

D-26: Parties: The Respondent(s) and the Complainant(s).

D-27: Policy: The written regulations of the University as found in, but not limited to, the Faculty Staff Handbook, including the Student Code of Conduct, the Administrative Procedures Manual, the Residence Hall Handbook, all Housing and Residence Life policies, and Graduate and Undergraduate Catalogs.

D-28: Preponderance of the evidence standard: The standard of evidence that is used to decide responsibility of Code violation. It means that it is more likely than not, based upon the totality of all relevant evidence and reasonable inferences from the evidence, that there is a violation of the Code.

D-29: Probation: The process or period of observing the character or abilities of a student to determine whether other corrective action should occur. An additional resolution process is not necessary to modify outcomes following a finding of misconduct where probation is imposed. The DOS has discretion to modify the terms of probation as necessary based on the information available to the DOS during a student's probation.

D-30: Protected Status: Protected status includes race, color, religion, national origin, age, protected military status, disability, family status, genetic information, creed, or sex (including pregnancy, parenting, sexual orientation, or gender identity or expression).

D-31: Respondent: The student who is alleged to have violated the Code.

D-32: Student: Includes, but is not limited to, all persons admitted to the University, either full time or part time, online or in person, to pursue undergraduate, graduate, or professional studies, and includes non-degree seeking students. The following persons are also considered "students":

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- a. Persons who are suspended, or those who withdraw or graduate after allegedly violating the Code of Conduct.
- b. Persons who are eligible to enroll for classes without applying for re-admission.
- c. Individuals participating in the American Language and Culture Program, Independent Study of Idaho sponsored by the University of Idaho, the University of Idaho International Student Success Program (UI-ISSP), or any other similar educational program of the University.

D-33: The Code: The Student Code of Conduct and Conduct Resolution Process.

D-34: Student Conduct Administrator (Administrator): The University of Idaho official designated by the DOS to serve as an investigator or hearing officer. It will also include the Administrator's designee.

D-35: Student Conduct Board (SCB): The formal body that reviews student conduct matters, as set forth in the Code.

D-36: Weapon: Weapon is defined in APM 95.12.

E. Prohibited conduct. Specific behaviors of misconduct are identified and defined below.

E-1. Academic dishonesty. Acts of academic dishonesty include but are not limited to the following:

- a. **Cheating.** Cheating includes, but is not limited to, the following actions as they relate to academic work:
 1. Using, purchasing, providing, or possessing unauthorized materials, sources, or assistance without authorization from the instructor.
 2. Copying from another's academic work either for the student's own use or for the use of others.
 3. Sharing academic work without prior permission from instructor.
 4. Acquiring, without written or verbal permission, tests or other academic material belonging to the instructor or another member of the University faculty or staff.
 5. Completing academic work for someone else or having someone else complete academic work on your behalf.
 6. Representing another student in a class for attendance or participation purposes or asking another person for representation

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for attendance or participation purposes.

7. Fabrication or falsification of data, research or academic content and the unauthorized alteration or invention of any information or citation.

8. Forging, altering, reproducing, removing, destroying, or misusing any University document, record, or instrument of identification.

b. Plagiarism. Plagiarism includes, but is not limited to, the following:

1. Using, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment.

2. The unauthorized alteration or invention of a citation.

3. Buying or selling academic work for the purpose of submitting it for course completion.

4. Submitting academic work, or any part of academic work, completed for one course as work for another course without the express prior approval of both instructors.

c. Prohibited behavior. Engaging in any behavior related to course completion prohibited by the instructor or otherwise including but not limited to unauthorized collaboration and reliance on prohibited technological assistance/artificial intelligence tools.

d. Misrepresenting facts for academic advantage. Examples include but are not limited to providing false academic achievements and false medical documentation for academic extensions.

e. Violation of University policy regarding intellectual property and research. All data acquired through participation in University research programs is the property of the University and must be provided to the principal investigator. In addition, collaboration with the Office of Research and Economic Development for the assignment of rights, title, and interest in patentable inventions resulting from the research is also required. See FSH 3200 and 5400.

E-2. Disruption or misuse of University resources or property. This behavior includes but is not limited to the following:

a. Theft or damage. Attempted or actual theft of or damage to University property.

b. Unauthorized possession. Unauthorized possession, duplication, or use of University keys, lock combinations or other access codes or passwords that can be used to access University property or facilities.

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- c. Unauthorized entry or use.** Unauthorized entry into or use of any University owned or managed building, space, outdoor area, or property. This also includes other restricted areas identified in APM 35.35.
- d. Violation of law or other policy.** Violation of local, state, federal or campus fire policies including but not limited to:
 - 1. Building or setting fire(s) without proper authorization as required by APM 35.25.
 - 2. Removing or otherwise tampering with fire equipment or fire alarm systems.
 - 3. Failure to promptly vacate a building
 - 4. Intentionally or recklessly causing a fire that damages University or personal property or causes injury.
 - 5. Causing, making, or circulating a false report or warning of fire, explosion or another emergency.

- E-3. Misuse of technology resources.** Theft or other abuse of University computer facilities or resources. This includes but is not limited to the following:
- a. Interfering with the normal operation of the University computing system or resources.
 - b. Inappropriate or disproportionate use of an IT resource owned or controlled by the University.
 - c. Any violation of APM 30.12 [University Acceptable Use of Technology Resources](#).

- E-4. Threat of harm or actual harm to a person's physical or mental health or safety.** This behavior includes but is not limited to the following:

- a. Behavior involving physical force or threat of physical force.** Behavior involving physical force that hurts another person or intimidation or threat of such force directed at another person where a reasonable person would believe the threat to be serious and imminent in nature. It includes the following:
 - 1. **Fighting.** Engaging in violence, combat, or aggression.
 - 2. **Assault.** Behavior intended to cause apprehension of harmful or offensive contact that causes apprehension of physical safety of another. The act required for an assault must be overt. Although words alone are insufficient, they may create an assault when coupled with some action that indicates the ability to carry out the

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threat and it creates a fear of it being carried out in the person the assault behavior is directed at.

- 3. Battery.** Actual and intentional unwanted touching or contact with another person, even if the physical injury is slight.
- 4. Use of a knife, gun, or other weapon.** The use of a knife, gun, or other weapon except in reasonable self-defense in any act of violence as defined in the Code.
- 5. Involuntary restraint or transport.** Restraining or transporting a person against their will.
- 6. Other.** Any action that threatens or endangers the physical health or safety of any person.

b. Prohibited harassment

1. General definition. Prohibited harassment is hostile or threatening conduct or speech, whether verbal, written, or symbolic, that is sufficiently severe or pervasive, as viewed by a reasonable person under similar circumstances and with similar identities to the victim, and results in an objectively hostile or threatening environment that interferes with or diminishes another's ability to participate in or benefit from the services, activities, or privileges provided by the University.

2. Exception. Speech that is protected by the First Amendment to the United States Constitution, including relevant academic speech spoken in a classroom or writing assignment, protests and statements that do not meet the narrow definition described above, is not a violation of the Code, though it may go against community norms and may be harmful or hurtful to other members of the University community or members of certain groups.

c. Threatening or intimidating behavior. Threatening or intimidating behavior includes, but is not limited to:

- 1. Coercion.** The practice of persuading someone to do something by using force or threats.
- 2. Bullying.** Behavior seeking to harm, intimidate, or coerce another.
- 3. Deliberate destruction of or damage to property.** Deliberate destruction of or damage to public or private property, where a reasonable person would believe that the full or partial intention of the act is to harass an individual or a group based on protected characteristics as defined in [FSH 3200 Policy of Nondiscrimination](#).

d. Hazing. Hazing includes, but is not limited to, any action or participation in any activity that (i) causes or intends to cause physical or mental discomfort or distress, (ii) may demean any person, regardless of location, intent, or consent of perpetrators or victims or (iii) destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts. They are also violations of this rule.

Hazing also includes any activity that compels a student to participate in any activity that is unlawful, publicly indecent, or contrary to the policies and regulations of the University, or any activity that unreasonably and materially interferes with a student's academic efforts.

E-5. Discrimination and retaliation.

- a. Discrimination.** Limiting or denying services, benefits, or opportunities of the University based on a protected status. Examples of prohibited discrimination can be found on the [OCRI website](#) or by directing inquiries to ocri@uidaho.edu.

A person can engage in prohibited discrimination even if the person has the same protected status as or does not mean to offend the target(s) of the conduct. Alleged discrimination will be referred to OCRI, the office responsible for investigating those claims using its complaint resolution processes.

Discrimination includes:

1. Conduct prohibited by the Code, if based on a protected status, including harassment as defined in paragraph E-4.a, above.
2. Retaliation, as defined in paragraph E-5.b, below, when the protected activity is based on a protected status.
3. Different treatment discrimination, meaning intentionally treating an individual or group differently based on a protected status.
4. Disparate impact discrimination, meaning evenhandedly implementing a facially neutral practice or rule in a way that has an adverse impact on one or more individuals based on a protected status.

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b. Retaliation. Retaliation includes conduct that intimidates, interferes with, threatens, coerces, or otherwise discriminates against any individual because that individual opposes or reports a perceived wrongdoing, inequity, or violation of law or University policy, files a complaint alleging illegal or prohibited discrimination or violation of law or University policy, participates in a University grievance or response procedure, or participates in a University dispute resolution process. Alleged retaliation when the activity is based on a protected status will be referred to OCRI, the office responsible for investigating those claims using its complaint resolution processes.

E-6. Disruption, obstruction, or interference with normal University activities.

Members of the University community have the right to a campus that is free from unreasonable disruption, obstruction, or interference. Disrupting or obstructing normal University activities, including, but not limited to, all academic activities, University programming, athletic events, and administrative functions is prohibited. Examples include:

- a.** Classroom disruption: Behavior that interferes with the teaching or learning process in the classroom or educational setting and continues after an instructor's request to cease.
- b.** Obstruction of the free flow of pedestrian or vehicular traffic on campus.
- c.** Conduct that is lewd, indecent or disruptive that is not otherwise constitutionally protected speech.
- d.** Falsifying, distorting, or misrepresenting information provided to the University.
- e.** Interference with the student conduct system, which includes, but is not limited to, any of the following:
 - 1.** Failure to cooperate with the University's investigation or disciplinary proceeding. If a party in a case does not want to participate because they believe that doing so would cause them to speak or offer evidence against themselves, and they notify the DOS that this is the reason they are choosing not to participate or only to participate partially, this violation will not apply.
 - 2.** Disrupting or interfering with the University's investigation and student conduct proceedings.
 - 3.** Making false allegations.
 - 4.** Attempting to discourage an individual's proper participation in, or use of, the student conduct process.
 - 5.** Harassment (verbal, physical, written, or electronic) or intimidation of any person participating in the University's investigation prior to, during, or after the investigation and conduct

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process concludes.

6. Failure to comply with the outcome(s) imposed pursuant to the disciplinary process.

f. Influencing or attempting to influence another person to commit any violation of the Code.

g. Engaging in speech, including but not limited to verbal, electronic, or written communication, that is directed to inciting or producing imminent lawless action and is likely to incite or produce such action.

E-7. Use and Misuse of Substances

a. Smoking. Smoking in violation of APM 35.28.

b. Drugs and controlled substances

1. Using, possessing, manufacturing, cultivating, selling, or distributing any state or federally controlled drug, designer/synthetic drug, or substance, including, but not limited to, cannabis, heroin, narcotics, or other controlled substances, in violation of any applicable law or University policy.

2. Possessing or using any paraphernalia used for drug consumption. Paraphernalia includes but is not limited to bongs, bowls, pipes, or any homemade smoking device.

3. Using, possessing, selling or distributing prescription or over-the-counter medications by an individual for whom it was not prescribed.

4. Inhaling or ingesting any substance (e.g., nitrous oxide, glue, paint, etc.) that is intended to alter a student's mental state without a prescription.

5. A violation may also occur when the odor of an illegal or controlled substance or drug is present when more than one individual can reasonably trace it to a specific individual.

c. Alcohol

1. Consuming, possessing, manufacturing, or distributing alcoholic beverages in violation of any applicable law or University policy (see APM 80.01 for alcohol permit requirements and APM 95.31 for alcohol policy).

2. For persons under 21, the use or possession of alcoholic beverages. public intoxication or excessive consumption of alcohol. disorderly or irresponsible conduct resulting from consumption of alcohol.

3. For persons over 21, the use or possession of alcohol in public areas where alcohol is not permitted. excessive consumption of alcohol resulting in disorderly or irresponsible conduct.

4. Selling, distributing, or furnishing alcohol to a person under 21 years of age.

E-8. Housing and living groups. Violations of any rules imposed by University Housing or living groups outlined in the Housing contract and Housing handbook.

E-9. Violation of University policy. Violation of published University policies, rules and regulations.

E-10. Violation of law. Any violation of federal law, state law, or local ordinance may be a violation of the Code, independent of the status of any civil or criminal litigation in court or criminal arrest and prosecution. Decisions made or outcomes imposed under the Code will not be subject to change because criminal charges arising out of the same facts were adjudicated in a civil or criminal court process. The University will cooperate as appropriate with law enforcement and other agencies in the enforcement of criminal law and in the conditions imposed by criminal courts for the rehabilitation of student violators provided that the conditions do not conflict with University policies.

E-11. Furnishing false information, refusal to identify, and refusal to comply

- a. Furnishing false information or false representations to any person working for or authorized to act as an authority on behalf of the University.
- b. Refusal to identify oneself to an institutional representative in response to a request when on any University owned or managed property.
 1. Identification includes giving one's name, substantiated by a current driver license or student identification card or other official documentation, or by stating truthfully whether one is a student of the University or not.
 2. An institutional representative includes any employee, faculty member, or representative of the University, and any attorney, peace officer, or campus security officer of the University acting under the authority of the University.
- c. Failure to comply with directions of a University official, law enforcement, fire department, or other government official acting in performance of their duties.
- d. Using false identification or another individual's identification card to procure goods, entry or services.
- e. Submission of false information or withholding requested information at the time of admission or readmission.

E-12. Firearms, explosives, and other weapons. Possessing or using firearms, explosives, other weapons, projectile or explosive devices or substances, or dangerous chemicals in violation of APM 95.12, APM 35.34, or APM 35.35.

E-13. Disruption to community

- a. Attempted, threatened, or actual theft of or damage to another's property.
- b. Unauthorized entry into or use of another's property.

c. Excessive noise, amplified sound, or music that produces a level of noise that disrupts members of the community**F. Conduct resolution process**

F-1. Reporting alleged violations

a. The DOS will accept reports from anyone with knowledge of potential Code violations. Reports must be made to the DOS. Reports of Title IX and related violations covered by [FSH 6100](#) will not be reviewed under the Code but will be accepted by DOS and then forwarded to the Title IX Coordinator or other appropriate office for review. Allegations against Student Organizations will be addressed as per the Student Organization Code of Conduct, FSH 2350.

b. Reports should be in writing but may be reported orally to the appropriate University official. A report should be submitted as soon as possible after the incident takes place.

F-2. Initial review. The DOS or office assigned by DOS will conduct an initial review of reports of Code violations. The purpose of the review is to gather relevant information concerning each allegation and determine whether further investigation is warranted. When appropriate, the DOS will transfer the notice and investigation process to the Office of Civil Rights & Investigations (OCRI). The initial review may include interviewing the involved parties and witnesses without formal notice.

F-3. Notice of allegation.

- a. Following the initial review, the hearing officer will determine whether to initiate the conduct resolution process. In order to initiate that process, the hearing officer will provide notice of reported Code violation(s) to the respondent.
- b. The notice informs the respondent of the reported Code violations including a short description of the basis of the reported violation.
- c. The notice may include resolution options if further investigation is not required. Resolution options are detailed in the Hearing Process section below. If further investigation is required, the notice will include details of the investigative process.
- d. The notice will include a link to or copy of the Code.
- e. The hearing officer must give the respondent an opportunity to meet in person within a reasonable time after the notice of allegation is delivered to the respondent. The meeting gives the respondent an opportunity to respond to the notice, present any information the respondent would like the hearing officer to consider, and provide the

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names of any witnesses the respondent would like the hearing officer to contact.

- f. If a respondent does not participate in the initial meeting, the hearing officer will make reasonable attempts to reach the respondent for five business days. If there is no response, the hearing officer will determine the appropriate resolution process.

F-4. Initial meeting. The hearing officer must give the respondent an opportunity to meet in person within a reasonable time after the notice of allegation is delivered to the respondent. The meeting gives the respondent an opportunity to respond to the notice, present any information the respondent would like the hearing officer to consider, and provide the names of any witnesses the respondent would like the hearing officer to contact.

F-5. Interim action and supportive measures.

- a. At any time before a final institutional decision, the Administrator, or designee, may impose restrictions on a student or separate the student from the University community pending the final institutional decision. If circumstances allow, the Administrator or designee should meet with the student prior to imposing the interim action.
- b. Other than issuance of no-contact orders, an interim action issued prior to a hearing before the Hearing Panel may only be imposed when
 1. The Administrator determines that the student represents a threat of serious harm to any person.
 2. The student is facing allegations of serious criminal activity.
 3. The action is necessary to preserve the integrity of the investigation.
 4. The action is necessary to preserve University property or the action is necessary to prevent disruption of, or interference with, the normal operations of the University.
- c. After the hearing decision, pending any response review of the decision, the Administrator may impose an outcome issued by the Hearing Panel as an interim action at the discretion of the Administrator.
- d. Supportive measures are neutral actions intended to preserve the ability of the parties to continue their academic and other pursuits. Supportive measures may continue beyond the final resolution of the incident.
- e. Interim actions and supportive measures may include, but are not limited to, the following:

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- Suspension from the University pending a final institutional decision.
- Issuance of a no-contact order.
- Exclusion from University property.
- Removal from the residence halls.
- Removal from extracurricular activities, including participation on athletic teams.
- Withholding the award of a degree pending the conclusion of the investigation and hearing process.
- Requesting class section changes.
- Housing relocation (either temporary or permanent).
- Any other action deemed necessary and appropriate by the Administrator to maintain orderly and appropriate University operations.

f. When a student is suspended from the University, or directed not to attend certain classes, alternative coursework options may be pursued, with the approval of the Administrator and the appropriate college dean, to ensure as minimal an impact as possible on the responding student.

g. An interim action must be issued in writing and is effective when the Administrator delivers the Notice of Interim Action to the responding student either in person or by email sent to the student's official University of Idaho email account.

h. The respondent may submit a response to the issuance of any interim action by filing a response with the Administrator. There are no formal procedures for this response, and the interim outcomes remain in effect unless removed by the Administrator.

i. A violation of the provisions of an interim action will be considered a violation of the Code.

F-6. Informal resolution process: Decision by hearing officer

- a.** During the initial meeting, the respondent may be given an opportunity to resolve the complaint informally. All parties must mutually agree to engage in the Informal Resolution Process. The Informal Resolution Process may also be used when the respondent is not participating.
- b.** At any point in the Informal Resolution process, any party may request a Formal Resolution Process, described below. The hearing officer

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may refer a matter to Formal Resolution Process at any point during the Informal Resolution process.

- c. In the Informal Resolution Process, the hearing officer determines based on the preponderance of the evidence whether the respondent is responsible for a code violation and determines the outcomes. The hearing officer will first meet with the parties (if applicable), share available information, and hear their response, if any. A respondent may also accept responsibility for a Code violation at any point in the process. If the respondent accepts responsibility, the hearing officer will determine the outcomes.
- d. Informal Resolution decisions are not subject to response review.
- e. If the respondent does not participate and a decision is made through Informal Resolution, the respondent may request their case to be reopened. Requests must be made in accordance with the instructions in the outcome notice and received no later than five (5) days after that outcome notice. If the request is timely submitted, the hearing officer will offer to meet with the respondent. During that meeting the respondent can share information with the hearing officer. The hearing officer reserves the right to update the decision of responsibility and any applicable outcomes after meeting with the respondent. The hearing officer will notify the respondent within five (5) days whether the decision of responsibility or applicable outcomes have changed.

F-7. Formal resolution process: Decision by Administrator or Student Conduct Board

a. Investigation

1. The University will investigate the allegations. At any time during the investigation, either the complainant or the respondent may, but is not required to, provide information to the investigator for consideration. Such information may include documentary information, the names of witnesses, witness statements, suggested questions to ask other Parties or other witnesses, etc. Except in the rare circumstances described in the Code, only information that is presented to the investigator may be used in a hearing.
2. The investigator will provide the interview summaries to all parties and witnesses to review and provide additional comments and clarifications. Comments must be received within five days of

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receiving the interview summaries. The investigator will revise the interview summaries based on relevant comments provided by the parties and witnesses.

b. Preliminary report review

1. At the conclusion of the investigation, the investigator will draft a Preliminary Report of Investigation (Preliminary Report). The preliminary report will include the steps taken during the investigation., a list of witnesses contacted. a detailed summary of any witness interviews. a detailed summary of any interviews of the respondent or complainant (if applicable). a detailed summary of any other information considered as part of the investigation. and complete copies of any relevant documentary evidence gathered during the investigation, including copies of documentary information provided by the respondent or the complainant.
2. The Preliminary Report will not include any conclusions, findings of facts, credibility analysis, or recommended findings of responsibility of Code violation.
3. The parties will be provided an opportunity to review the Preliminary Report and may provide a written response to the Preliminary Report within five days of the review of the report. A party will be deemed to have waived the right to review the report if the party does not make arrangements with the investigator to review the report within five days of being notified that the report is available to be reviewed. The written response may include requests for additional investigation, additional witnesses to interview, or additional questions to ask any witness.
4. After the time for submitting a written response to the Preliminary Report has passed, the investigator will review any responses received and determine whether additional investigation is needed. After addressing the responses, if any, the investigator will incorporate the responses into the final report.
5. The investigator has sole discretion of determining whether sufficient information has been obtained to end the investigation process.

c. Final Report of Investigation

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1. The Final Report of Investigation (final report) will include the following:
 - Everything included in the Preliminary Report,
 - Complete copies of any timely-submitted written responses to the Preliminary Report,
 - A credibility analysis,
 - Findings of facts, and
 - Recommended findings of responsibility.
2. The final report will be provided to the Administrator. The Administrator or designee will provide the final report simultaneously to the parties. The investigator may serve as the Administrator's designee to send out the final report to parties.
3. The credibility analysis is an analysis of the statements provided by each party and interviewee, as necessary, to determine whether the statements provided by that person are credible. The analysis may include a description of the person's demeanor during the interview(s), a comparison of statements made to known facts or statements from other witnesses, the person's ability to observe the event described, the person's bias, whether the person was under the influence of a controlled substance or alcohol, and any other information that a reasonable person would use to determine a person's credibility. Not every case will require a detailed credibility analysis of each interviewee, and the credibility analysis may be part of the finding of facts. However, in cases where the credibility of the interviewee is material to the conclusion, there should generally be a separate credibility analysis.
4. The findings of facts will include a description of the basis for each finding. Each finding will be based on a more likely than not standard and will include a rationale based on supporting documentation or information such as information from the interviews, documentary information obtained during the investigation, and, if relevant to that finding, information regarding the credibility of the respondent, complainant and/or witnesses.
5. The recommended finding of responsibility includes the specific section of the code of conduct that was reportedly violated, which will not exceed the scope of the notice of allegation. The investigator will provide their assessment regarding the finding of responsibility based on the totality of the investigative report.

d. Review by Administrator

1. The final report will be provided to the Administrator. The Administrator or designee will provide the final report simultaneously to the parties. The parties may submit a written response to the final report to the Administrator no later than five days after the final report is provided to the parties. The Administrator may meet with the parties, separately, to discuss the final report.
2. If all parties agree to the recommended findings of responsibility, the parties can request that the Administrator make a decision on applicable outcomes only, and forgo a request for a hearing. If parties do not agree with the recommended findings of responsibility, the decisions regarding findings of responsibility are made by either the Administrator or the Student Conduct Board (SCB).
3. Decisions regarding findings of responsibility are made either by the Student Conduct Board after a hearing or by the Administrator after their review. A party may request that the matter be referred to the SCB for a hearing. The request must be in writing and must be submitted to the Administrator no later than five days after the final report is provided to the parties. The Administrator may also decide to refer matters to the SCB.

e. Decision by Administrator

1. If a matter is not referred to the SCB for a hearing, the Administrator will decide whether the respondent violated the Code. The Administrator will make the decision based on the information contained in the final report, the written responses to the report, if any, submitted to the Administrator by the parties, and, if the Administrator chooses to meet with the parties, the information provided at the meeting to the Administrator by the parties.
2. The Administrator will adopt the findings of facts, credibility analysis, and recommended findings of responsibility of Code violation contained in the final report if the Administrator finds that they are more likely than not to be accurate. Any additional or different findings issued by the Administrator must be based on a more likely than not standard.
3. If the Administrator determines that the respondent violated the Code, the Administrator will determine the appropriate outcome.

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4. The Administrator's decision will be in writing and include the basis for the decision. The written decision will be simultaneously provided to the parties.
5. The Administrator's decision may be subject to a response review in accordance with the Code.
6. At any time before the matter is submitted to the SCB, DOS may refer a charge of a violation of the Code to mediation or other forms of appropriate alternative resolution. All parties must agree to participate with DOS in an alternative resolution process.

f. Hearing and Decision by Student Conduct Board

1. **Student Conduct Board in general.** The description and makeup of the SCB can be found in FSH 1640.83.
2. **Conflict of interest.** A member of the SCB will not serve on any Hearing Panel or Response Review Panel in any case where the member has a conflict of interest or bias for or against either party.
3. **Training required.** A member cannot serve on either a Hearing Panel or Response Review Panel until the member has completed training as required by DOS.
4. **Confidentiality.** Proceedings before the SCB, whether before a Hearing Panel or Response Review Panel, are confidential and protected by the Family Educational Rights and Privacy Act (FERPA). In specific disciplinary cases, members of the SCB must protect the confidentiality of the information they receive in fulfilling their duties as members of the SCB. Panel members must not discuss specific cases or share any information regarding specific disciplinary cases or their deliberations with anyone other than the SCB Chair, the Office of General Counsel, the Administrator, or fellow panel members appointed to the same panel in that specific case, and in all such instances, the discussion or sharing of information must be reasonably necessary for the panel's consideration of the specific case.
5. **Notice of Hearing.** In matters referred to the SCB, the Administrator or designee must send written notice of the hearing to the SCB and the parties. The notice will include the following:
 - a. the specific provision(s) of the Code the respondent is accused of violating.
 - b. a short description of the basis of the alleged violation,

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- c. the date and time for the hearing, and
- d. the deadline for submitting written materials to the Administrator.
- e. a link to or copy of the final report and any responses to the final report which were timely submitted to the Administrator.

6. Scheduling

The hearing will be held no fewer than five days after the notice is provided to the parties, unless extended by the Administrator. It is each party's responsibility to inform the panel chair and the Administrator of scheduling conflicts no less than three days prior to the scheduled hearing. The Administrator will have the sole discretion as to whether to reschedule the hearing. Except in cases of grave or unforeseen circumstances, if either party fails to appear, the hearing will proceed as scheduled.

7. Consolidation

If a report of a violation of the Code involves more than one respondent, the Hearing Panel will conduct a joint hearing with all respondents. However, the panel chair may permit the hearing pertinent to each respondent to be conducted separately. In joint hearings, separate decisions of responsibility will be made for each respondent.

8. Composition of the Hearing or Response Review Panel

- a. The chair of the SCB will appoint three to five members of the SCB to serve as a Hearing Panel to review each matter.
- b. The chair of the SCB will appoint one of the Hearing Panel members to serve as chair of the panel. If procedures call for the appointment of three or more members to serve on a Hearing Panel or Response Review Panel, the chair of the SCB should endeavor to appoint at least one student to the Hearing Panel or Response Review Panel. A student may not serve as chair of the Hearing Panel or Response Review Panel.
- c. The Administrator (or designee) will serve as a non-voting, ex-officio member of every Hearing Panel and may be present and available as a resource during all deliberations.

9. Pre-hearing procedures. In every case submitted to a Hearing Panel, the parties may submit written materials for the panel to

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review as part of its decision. To be considered by the Hearing Panel, all written materials must be submitted to the Administrator prior to the deadline set forth in the notice. The Administrator will ensure that any materials timely submitted are distributed to the parties and the Hearing Panel prior to the hearing. The written materials may only consist of the following:

- a. Suggested questions for the panel to ask the respondent or the complainant.
- b. Written discussion or argument addressing the information contained in the final report.
- c. Information (as opposed to a discussion of the information contained in the report) that was not considered by the investigators in the final report only if the information was not available prior to the completion of the final report or if the information was provided to the investigator prior to the completion of the investigation but the information was not included in the final report.

10. Hearing logistics

- a. The hearing will be held at the time and place listed in the notice.
- b. All hearings are closed to the public. The only people allowed to be present during the hearing are the parties, each individual party's Advisor, the investigator(s), the Administrator, members of the Hearing Panel, and others only if requested by DOS.
- c. Hearings may be held in person or using secure video conferencing software supported by the University. The University will make a single record of all hearings. Hearing Panel deliberations are not recorded. Failure to record the hearing for any reason is not to be considered a procedural error that substantially impacts the decision and will not be grounds for response review or reversal of the Hearing Panel's decision. All parties will work with the Administrator for access to the software and a private secure space to use the software.
- d. All parties are invited to fully participate in the hearing. The administrator may grant any party the ability to attend the hearing, answer questions, and make a statement from behind a partition, from another room, or through another alternative method.

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- e.** The complainant, if any, may only be present during the portion of the hearing where the Hearing Panel questions the complainant, unless the Administrator determines in appropriate cases that the complainant may remain for the entire hearing. In extraordinary circumstances, if the investigator is unable to be present at the hearing, the DOS may designate a representative to be there in the place of the investigator. Neither the complainant nor the respondent is required to speak at the hearing.
- f.** The panel chair may give permission for others to attend the hearing in the panel chair's discretion, after consultation with the Administrator. Additional witnesses may be called by the chair after consultation with the Administrator if additional witnesses are necessary for the Hearing Panel to properly resolve the case. The intention of the Code is that the final report, in most cases, should provide a sufficient basis for the Hearing Panel's decision, recognizing that the parties may speak in person to the Hearing Panel and to respond to the final report.
- g.** Only the chair of the Hearing Panel may ask questions during the hearing and doing so is at the sole discretion of the chair. However, the chair may seek input from panel members on areas for questioning. The parties may submit suggested questions in writing if the questions are received prior to the deadline for submitting written materials contained in the notice. Questions based on information that arises during the hearing may be submitted in writing during the hearing at the discretion of the panel chair.
- h.** The hearing will generally be conducted as follows:

 - i.** Introductions to those present
 - ii.** Summary of the hearing process
 - iii.** Explanation of the charges against the respondent
 - iv.** Opening statement by the complainant (if applicable) addressing the final report and the allegations that the respondent violated the Code.
 - v.** Opening statement by the respondent addressing the final report and the allegations that the respondent violated the Code.

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- vi.** Questions, if any, by the Hearing Panel chair for the investigator(s) or the parties.
- vii.** Final statements by the parties.
- viii.** All parties dismissed, and the recording of the hearing is stopped.
- ix.** Hearing Panel deliberation.

11. Hearing Panel decision.

- a.** All Hearing Panel decisions will be made by a majority vote.
- b.** In making its decision, the Hearing Panel will consider all relevant information from the following sources:
 - i.** The final report.
 - ii.** Any written information provided by the parties as provided above.
 - iii.** The information received at the hearing.
- c.** The Hearing Panel should adopt the findings of facts, credibility analysis, and recommended findings of responsibility of Code violations contained in the Final Report, unless the Hearing Panel finds that the information presented at the hearing warrants a different conclusion. Any findings of responsibility of Code violation issued by the Hearing Panel must be based on a more likely than not standard.
- d.** The Administrator will also serve as a resource to the Hearing Panel, including to help ensure that outcomes are reasonably consistent among similar cases. If the Hearing Panel determines that a respondent is responsible for a violation of the Code, the Administrator will inform the panel of any previous conduct violations or other relevant disciplinary actions involving the respondent.
- e.** The Hearing Panel will not consider previous legal or campus proceedings when determining responsibility for violation of the Code. The Hearing Panel may consider such previous proceedings solely when determining outcomes after a finding of responsibility is made.
- f.** The Hearing Panel will issue a written decision within 10 days after completing deliberations. If the Hearing Panel needs additional time to issue the written decision, the Administrator will notify the parties. The panel chair will

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provide the written decision to the Administrator, who will then simultaneously provide the decision to the parties.

- g.** The Hearing Panel may return the matter for additional investigation if the Hearing Panel determines that:
 - i.** The investigator failed to properly investigate the allegation and the failure was substantial and impacted the decision. or
 - ii.** There is new information that could substantially affect the decision and the new information could not have been discovered before the issuance of the final report.

F-8. Response to the Formal Resolution Process Decision

- a.** Any party may respond to the Formal Resolution Process decision, whether it was made by the Administrator or the SCB.
- b.** Responses are not limited to arguments that the Hearing Panel decision should be overturned or modified but can be statements in support of the findings of responsibility of Code violations using the factors for response established below. That is to say, the Response is an opportunity to argue in favor of, or against, the decision based on the specific listed factors.
- c.** Outcomes imposed by the Hearing Panel will not go into effect until either the deadline for a response has expired and no response has been filed or until the decision is upheld after response. However, the Administrator may impose any outcome issued by the Hearing Panel as an interim action pending the response review.
- d.** Any party may submit a response to the Administrator's, Hearing Officer's, or Hearing Panel's final decision. Responses must be submitted in writing to the Administrator and must set forth the grounds for the response. The response must be filed no later than five days after the decision is delivered to the parties. Responses are to be directed to the University and will not be provided to other parties in the case, if any. There is no expectation that the response be of a certain level of formality or read like a legal filing.
- e.** Responses are limited to the following grounds:
 - 1.** A conflict of interest by a decision maker that significantly impacted the outcome of the hearing or a procedural error in the investigation process that significantly impacted the outcome of the hearing.
 - 2.** New information, unavailable during the investigation or hearing, or information that was technically available but for which no

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reasonable person would have sought that information in advance of the hearing, as the need for the information or its evidentiary value did not reasonably arise until during the hearing, and that would likely have substantially impacted the original findings of responsibility of Code violation or outcome if known.

3. The outcomes imposed are substantially disproportionate to the severity of the violation. Note that the imposition of an administrative fee is not a outcome, and therefore cannot be reversed or modified.

f. A response review will be limited to a review of the decision, the final report, any written material considered in the decision, the recording of the hearing held before the Hearing Panel, and- any written materials submitted with the response. Where a response is based on the discovery of new information, the new information may be considered only to determine whether the information was unavailable at the time of the decision and whether the new information would likely have substantially impacted the original findings of responsibility of Code violation or outcome if known.

g. Response review procedure

1. The chair of the SCB will appoint three to five members of the SCB to serve on the Response Review Panel and will designate one member to serve as chair of the Response Review Panel. Any member who served on the Hearing Panel will not serve on the Response Review Panel on the same case. A student may not serve as chair of a Response Review Panel.
2. The Response Review Panel will issue a written decision. The decision should be issued within 15 days of receiving the response or responses. The chair of the Response Review Panel will provide the written decision to the Administrator, who will then simultaneously provide the decision to the parties.
3. The Response Review Panel may:
 - i. Uphold the Administrator's, Hearing Officer's, or Hearing Panel's decision.
 - ii. Uphold the finding that the respondent violated the code but revise the outcome(s).
 - iii. Return the matter for reconsideration. or
 - iv. Return the matter for additional investigation.

h. Unless the case is returned for reconsideration or to the investigator for

additional investigation, the decision of the Response Review Panel is the final institutional decision. If the decision upholds the finding that the respondent violated the Code, the outcomes imposed will go into effect immediately.

F-9. Supplemental process and standards applying to allegations of academic dishonesty

- a. Academic dishonesty allegations are processed following the Conduct Resolution Processes in the Code. Following a report to DOS of instances or concerns of academic dishonesty, DOS will investigate the incident and will determine if there is a code violation, resulting in potential outcomes intended to address acts of academic dishonesty. Instructors may issue an academic outcome separate from any outcome that the DOS may impose if under the Code there is a finding of responsibility for academic dishonesty/misconduct.
- b. The following information supplements the resolution processes in cases of academic dishonesty:
 - 1. When the alleged academic dishonesty is discovered by the instructor, the instructor will notify the student of the allegation of academic dishonesty and will notify DOS.
 - 2. DOS receives the report and communicates with the instructor on the process of resolving the complaint.
 - 3. The instructor will have an opportunity to provide additional information regarding the allegation.
 - 4. DOS will meet with the student and may seek additional information from the instructor.
 - 5. The instructor is included in the following communication with the student: the notice of allegation and decision letter.
 - 6. If the student chooses an informal process, DOS will meet with the student and provide an informal decision, consistent with policies, progressive discipline, and other previous and similar examples of academic dishonesty. The outcome of an informal process is not eligible for Response Review.
 - 7. If the student chooses a formal process, the hearing officer will conduct a formal investigation and will interview the instructor and other witnesses as part of the investigation.
 - 8. In disciplinary cases involving allegations of academic dishonesty, a majority of the Hearing Panel or Response Review Panel should be faculty members.

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9. The resolution decision of DOS, subject to the Response Review process outlined in the Code, is final.
10. The instructor will not issue an academic outcome until after the conclusion of the resolution process, including any responses, and after the decision is communicated to the student.
11. In situations where grades need to be submitted and the process is not yet complete, the instructor will enter a grade of “incomplete” until the process is complete.
12. In situations where the instructor is no longer in their position prior to the completion of the conduct process, the instructor of record or the chair of the department may be asked to step in to finish the conduct process and the instructor may coordinate the final grade based on the totality of the academic performance.

F-10. Outcomes.

a. Outcomes may be imposed for any student determined to have violated the Code. Possible outcomes include, but are not limited to:

- **Warning:** Written notice to the student.
- **Probation:** Written reprimand accompanied by a probationary period during which the student must not violate the Code to avoid more severe disciplinary outcomes.
- **Loss of privileges:** Denial of specified privileges for a designated period of time.
- **Restitution:** Compensation for loss, damage, or injury. This may take the form of appropriate service or monetary or material replacement.
- **Educational outcomes:** Completion of work assignments, essays, service to the University, community service, workshops, or other related educational assignments.
- **Deferred suspension:** The last opportunity before being suspended, which remains in place until the natural end of the academic relationship with the University.
- **Housing suspension:** Separation of the student from University Housing for a definite period of time, after which the student is eligible to return. Conditions for return may be specified.
- **Housing expulsion:** Permanent separation of the student from University Housing.
- **University suspension:** Separation of the student from the University for a definite period, after which the student is eligible to return. Conditions for return may be specified.

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- **University expulsion:** Permanent separation of the student from the University.
- **Revocation of admission:** Admission to the University may be revoked .
- **Revocation of degree:** A degree awarded from the University may be revoked.
- **Withholding of degree:** The University may withhold awarding a degree otherwise earned until the completion of all outcomes imposed.

b. More than one of the outcomes listed above may be imposed for any single violation.

c. A student who fails to comply with the outcome(s) imposed will have a disciplinary hold placed on their record until the student complies with all outcome(s) imposed.

d. Disciplinary outcomes other than suspension, expulsion or revocation or withholding of a degree will not be made part of the student's permanent academic record but will become part of the student's disciplinary record. Such outcomes will be expunged from the student's disciplinary record seven years after final disposition of the case unless the University is legally required to maintain them for a further time.

G. MISCELLANEOUS

G-1. Role of an advisor. In accordance with the educational purpose of the Code, all students, including respondents and complainants, are expected to speak for themselves at all stages of proceedings under the Code, including, but not limited to, during the investigation, hearing, and any response. Any student may have an Advisor present at any time during any interview, meeting, or proceeding under the Code, but the Advisor's role is to advise the student, not to speak for the student or make any presentation on behalf of the student. The student may, at any time and for a reasonable period of time, confer with the Advisor. If the University official conducting the proceeding determines at any time that the Advisor is acting outside of these parameters, the Advisor may be required to leave the proceeding at the official's discretion. In appropriate circumstances, at the sole discretion of the University official conducting the proceeding, the University official may allow the Advisor to speak on behalf of the student or make a presentation on behalf of the student.

G-2. Administrative fee. Any time a student is found to have violated the Code, except in situations where the hearing officer issues only a warning, the hearing officer may impose an administrative fee of \$150. This is not considered an outcome and will not be a subject of a response review.

G-3. Parent notification. The University may notify parents of students under the age of 21 when a student has been found to have committed a drug- or alcohol-related violation. This is not considered an outcome and may not be a subject of a response review. The decision as to whether to notify the parents or not rests entirely within the discretion of DOS.

G-4. Training. All members of the SCB, the Administrator, and the investigators will receive annual training in accordance with the requirements of the policies of the Board of Regents of the University of Idaho and the Idaho State Board of Education, as well as all applicable federal and state laws.

G-5. Timeframe. With the exception of deadlines for requesting a hearing before the SCB (see section F.7) or for filing a response (see section F.8), all other timeframes contained in the Code are suggested timeframes. While the timeframes should be followed absent exceptional circumstances, the failure to conduct any action within a designated timeframe is not grounds for response review or reversal of any decision.

G-6. Interpretation. Any question of interpretation regarding the Code or these procedures will be referred to the Administrator or their designee for final decision.

G-7. Disclosure. The University will, upon written request, disclose to the alleged victim of any crime of violence (as that term is defined in section 16 of Title 18, United States Code), incest, or statutory rape, the report on the results of any disciplinary proceeding conducted by the University against a student who is the alleged perpetrator of such crime or offense with respect to such crime or offense. If the reporting victim of such crime or offense is deceased as a result of such crime or offense, the next of kin of such victim will be treated as the victim for purposes of this paragraph.

G-8. Review by President: Any decision or action taken under the Code may be reviewed by the President at the President's discretion.

G-9. Review by Board of Regents: Board of Regents review of a final institutional decision to the Board of Regents is governed by Idaho State Board of Education Governing Policies and Procedures Section III.P.17.

Version History

Amended October 2023: Interim policy. Changes to B-2 to clarify jurisdiction of OCRI, added definition of protected status, changes to E-4 regarding prohibited harassment and E-5 regarding discrimination and retaliation.

Amended August 2023. Editorial and legal edits.

Amended August 2023: Interim policy. Complete rewrite. FSH 2300 Student Code of Conduct and FSH 2400 University Disciplinary Process for Alleged Violations of Student

Code of Conduct were combined into one policy, FSH 2300 Student Code of Conduct and Resolution Process. FSH 2400 was deleted. Procedure related to Title IX sexual harassment was removed to align with the recently revised FSH 6100.

Amended July 2021. Editorial changes.

Amended July 2014. All disciplinary language from FSH 2300 Student Code of Conduct was consolidated into FSH 2400 and updated removing redundancies in policy.

Amended July 2009. Editorial changes.

Amended January 2007. Reformatted the Student Code of Conduct into subsections for easier management of judicial cases

Amended July 2005. Revised Article II, Section 2.

Amended July 1998. Revised Article II.

Amended July 1993.

Amended July 1992.

Adopted July 1970.



POLICY COVER SHEET

For instructions on policy creation and change, please see <https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 2400 DISCIPLINARY PROCESS FOR ALLEGED VIOLATIONS OF STUDENT CODE OF CONDUCT**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Cari Fealy

Policy sponsor, if different from originator: Blaine Eckles, DOS

Reviewed by General Counsel: __Yes __x No Name & Date: Pending

Comprehensive review? __xYes __No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Deletion of this policy to be considered simultaneously with adoption of FSH 2300 Student Code of Conduct and Resolution Process, which contains both the Code and the process for violations of it.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?
None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

FSH 2300

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

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CHAPTER TWO:

STUDENT AFFAIRS POLICIES

2400

UNIVERSITY DISCIPLINARY PROCESS FOR ALLEGED VIOLATIONS OF STUDENT CODE OF CONDUCT

OWNER:

Dean of Students

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LAST REVISION: October 2017

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A. INTRODUCTION. The purpose of the Student Code of Conduct (Code) is to help protect the safety of the University community and educate students about appropriate and responsible behavior and their civic and social responsibilities as members of the University community, while complying with applicable state and federal laws and institutional policy. The primary focus of the disciplinary process is on educational and corrective outcomes; however, sanctions including suspension or expulsion from the University may be necessary to uphold community standards and to protect the campus community. University discipline is not in the nature of punishment for a crime, and the University's discipline process is not equivalent to state or federal criminal prosecutions. University disciplinary proceedings for any and all matters encompassed within the Code [FSH 2300] and the Statement of Student Rights [FSH 2200] are addressed under the following rules and regulations.

B. DEFINITIONS:

B-1. Advisor: The person of the student's choosing who has agreed to advise the student during the University disciplinary process and attend scheduled meetings with the student. The Advisor's role is simply to advise the student, and the Advisor is not permitted to speak during hearings, conferences, or interviews unless allowed by the University official conducting the interview.

B-2. Chief Student Affairs Officer (CSA Officer): The Dean of Students, unless the President appoints a different official to serve as the CSA Officer.

B-3. Code: The Student Code of Conduct, which is currently found in FSH 2300 and FSH 2400.

B-4. Complainant: The person(s) reportedly harmed by the Respondent's alleged violation of the Code.

B-5. Days: Days that the university is open for business, not including Saturdays, Sundays, Fall Recess, Winter Recess, Spring Recess, or University holidays.

B-6. Investigator: The person assigned by the University to conduct an investigation into a report of a violation of the Code. In all Title IX cases, the Title IX Coordinator shall assign the investigator. In all other cases, the investigator may be any qualified person assigned by DOS.

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B-7. Student Conduct Administrator (Administrator): The official at the University of Idaho who has been designated by the CSA Officer to serve in this role. It shall also include the Administrator's designee.

B-8. DOS: The Office of the Dean of Students at the University of Idaho.

B-9. Hearing Officer: A person appointed by the Administrator to serve as the person presiding over a hearing in accordance with Section G.

B-10. Parties: The Respondent and, in Title IX cases only, the Complainant.

B-11. Respondent: The student who is alleged to have violated the Code.

B-12. Student: Includes, but is not limited to, all persons admitted to the University, either full-time or part-time, to pursue undergraduate, graduate, or professional studies, and includes non-degree seeking students. The following persons are also considered "students":

- a. Persons who withdraw after allegedly violating the Code;
- b. Persons who are eligible to enroll for classes without submitting an application for re-admission;
- c. Individuals participating in the American Language and Culture Program, Independent Study of Idaho sponsored by the University of Idaho, the University of Idaho International Student Success Program (UI-ISSP), or any other similar educational program of the University.

B-13. Student Conduct Board (SCB): The body which reviews student disciplinary matters, as set forth in sections D., E., and F., and FSH 1640.83.

B-14. Title IX case: Any disciplinary case, investigation, charge, or allegation involving alleged dating violence, domestic violence, sexual assault, sexual harassment, or stalking. The Title IX Coordinator may also designate any other case as a Title IX case.

B-15. University: The University of Idaho, in all of its campus locations, education, outreach and research programs, including extension programs and distance education programs, and at all locations where any of these programs are offered or administered.

C. INVESTIGATION:

C-1. Reporting Alleged Violations. Any member of the University community having knowledge of a potential violation of the Code may report the violation to either DOS or, in Title IX cases, to the Title IX Coordinator. A report should be in writing, but may be reported orally to the appropriate University official. A report should be submitted as soon as possible after the event takes place.

C-2. Initial Investigation. The University may conduct an investigation into any report of a violation of the Code. The purpose of the investigation is to determine whether a violation may have occurred and to gather relevant information concerning each allegation of a Code violation.

C-3. Notice of Alleged Violation. The investigator may conduct a preliminary review to determine whether there is sufficient information to engage in a formal investigation. The preliminary review may include interviewing the Complainant, Respondent, and other witnesses. If, after the conclusion of the preliminary review, the investigator decides to engage in a formal investigation, the investigator must notify the Respondent of the allegation.

- a. the notice must be in writing and may be delivered either in person to the Respondent, or by email to the

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student's official University email account. If the notice cannot be delivered either in person or to the student's official University email account, the notice shall be delivered by any means reasonably likely to reach the student.

b. the notice shall inform the Respondent of the specific provision(s) of the Code the Respondent is alleged to have violated and include a short description of the basis of the alleged violation.

c. The notice will include a copy of the University Disciplinary Process for Alleged Violations of the Student Code of Conduct.

C-4. Meeting with Investigator. The investigator must give the Respondent an opportunity to meet with the investigator in person within a reasonable time after the notice of allegation is delivered to the Respondent in order to give the Respondent an opportunity to respond to the notice, present information in his or her defense, present any information the Respondent would like the investigator to consider, and provide the names of any witnesses the Respondent would like the investigator to contact.

C-5. Investigation. At any time during the investigation, either the Complainant or the Respondent may, but is not required to, provide information to the investigator for the investigator to consider. Such information may include documentary information, the names of witnesses, witness statements, suggested questions to ask the other Party or other witnesses, etc. Only information that is presented to the investigator may be used in a hearing under section D.

C-6. Preliminary Report of Investigation.

a. At the conclusion of the investigation, the investigator shall draft a Preliminary Report of Investigation (Preliminary Report) setting forth the steps taken during the investigation; a list of witnesses contacted; a detailed summary of any witness interviews; a detailed summary of any interviews of the Respondent and/or Complainant; a detailed summary of any other information considered as part of the investigation; and complete copies of any relevant documentary evidence gathered during the investigation, including copies of documentary information provided by the Respondent and/or the Complainant.

b. The Preliminary Report shall not include any conclusions, findings, or credibility analysis.

c. The parties shall be provided an opportunity to review the Preliminary Report and may provide a written response to the Preliminary Report within five days of the review of the report. A party shall be deemed to have waived the right to review the report if the party does not make arrangements with the investigator to review the report within five days of being notified that the report is available to be reviewed. The written response may include requests for additional investigation, additional witnesses to interview, or additional questions to ask any witness.

d. After the time for submitting a written response to the Preliminary Report has passed, the investigator shall review any responses received and determine whether additional investigation is needed. If additional investigation is deemed appropriate, the investigator shall draft a revised Preliminary Report and shall give the parties an opportunity to review the report, as set forth in section C-6. c., above.

e. After reviewing any written responses received within the time-period allowed for submitting written responses, the investigator shall either continue the investigation or draft a Final Report of Investigation. The investigator has sole discretion of determining whether sufficient information has been obtained in order to end the investigation process.

C-7. Final Report of Investigation. The Final Report of Investigation (Final Report) shall contain everything included in the Preliminary Report plus complete copies of any written responses received within the time period allowed for submitting written responses, a credibility analysis, recommended findings, and recommended conclusion (see below) as to whether the Respondent violated the Code. If the Final Report includes a

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recommended finding that the Respondent violated the Code, the Final Report shall not include recommended sanctions. The Final Report shall be provided to the Administrator. The Administrator shall provide the Final Report simultaneously to the parties.

a. Credibility Analysis. The Final Report should include an analysis of the statements provided by each party and interviewee, as necessary, to determine whether the statements provided by that person are credible. The analysis may include a description of the person's demeanor during the interview(s), a comparison of statements made to known facts or statements from other witnesses, the person's ability to observe the event described, the person's bias, whether the person was under the influence of a controlled substance or alcohol, and any other information that a reasonable person would use in his or her everyday affairs to determine a person's credibility. Not every case will require a detailed credibility analysis of each interviewee, and the credibility analysis may be part of the particular finding. However, in cases where the credibility of the interviewee is material to the conclusion, there should generally be a separate credibility analysis.

b. Recommended Findings. The investigator's recommended findings regarding factual issues shall include a description of the basis for each finding. Each finding shall be based on a more likely than not standard and should include information from the interviews, documentary information obtained during the investigation, and, if relevant to that finding, information regarding the credibility of the Respondent, Complainant and/or witnesses.

c. Recommended Conclusion. In making a recommended conclusion, the investigator must apply the Code to the findings to reach a determination of whether the findings as found by a more likely than not standard constitute a violation of the Code.

D. HEARING PROCESS.

D-1. Student Conduct Administrator's Review:

a. After the Final Report is submitted to the Administrator, the parties may each submit a written response to the Final Report. This response must be provided to the Administrator no later than five days after the Final Report is provided to the parties. The Administrator may meet with the parties, separately, to discuss the Final Report.

b. A party may request that the matter be referred to the SCB for a hearing. The request must be in writing and must be submitted to the Administrator no later than five days after the Final Report is provided to the parties. If a party timely submits a request for the matter to be referred to the SCB:

- (i) In non-Title IX cases, the Administrator shall refer matters to the SCB for a hearing if:
 - (1) The Administrator determines that there is sufficient information in the Final Report such that a finding could be made that the Respondent violated the Code; and
 - (2) The Administrator determines that the appropriate sanction could include suspension, expulsion, or the withholding or revoking of a degree.
- (ii) In Title IX cases, the Administrator shall refer matters to the SCB for a hearing in matters in which the Administrator determines that there is sufficient information in the Final Report such that a finding could be made that the Respondent violated the Code.
- (iii) In all other cases, the Administrator shall decide whether the Respondent violated the Code.

c. If a matter is not referred to the SCB for a hearing:

- (i) The Administrator shall decide whether the Respondent violated the Code. The Administrator shall make the decision based on the information contained in the Final Report, the written responses to the report, if any, submitted to the Administrator by the parties, and, if the Administrator chooses to meet with the parties, the information provided at the meeting to the Administrator by the parties.
- (ii) The Administrator should adopt the findings and credibility analysis contained in the Final Report, unless the Administrator finds that the findings or credibility analysis are not more likely than not

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to be true. Any additional or different findings issued by the Administrator must be based on a more likely than not standard.

- (iii) The Administrator is not required to defer to the recommendation contained in the Final Report as to whether the Respondent violated the Code, but is entitled to freely apply the Code to the findings in order to determine whether the Respondent violated the Code.
- (iv) If the Administrator determines that the Respondent violated the Code, the Administrator shall determine the appropriate sanction.
- (v) The Administrator's decision shall be in writing and include the basis for the decision. The written decision shall be simultaneously provided to the parties.
- (vi) The Administrator's decision may be appealed in accordance with section E.

d. At any time before the matter is submitted to the SCB, DOS may refer a charge of a violation of the Code to mediation or other forms of appropriate conflict resolution. All parties must agree to participate with DOS in the conflict resolution process. Complaints of physical sexual misconduct or violence shall not be referred for alternative resolution under this paragraph, except in unique circumstances approved by the Title IX Coordinator after consultation with the Office of General Counsel and the CSA Officer.

D-2. Student Conduct Board Hearing:

a. In matters referred to the SCB, the Administrator (or designee) must send written notice to the SCB and the parties.

- (i) The notice shall be in writing and may be delivered either in person to the parties, or by email to the student's official University email account. If the notice cannot be delivered either in person or to the student's official University account, the notice may be delivered by any means reasonably likely to reach the student.
- (ii) The notice must inform the Respondent of the specific provision(s) of the Code the Respondent is accused of violating, and include a short description of the basis of the alleged violation, the date and time for the hearing, and the deadline for submitting written materials to the Administrator.
- (iii) The written notice shall also include the Final Report and any responses to the Final Report which were timely submitted to the Administrator.

b. Except in cases referred to a Hearing Officer under Section G, the chair of the SCB shall appoint three to five members of the SCB to serve as a Hearing Panel to review each matter.

- (i) The chair of the SCB shall appoint one of the Hearing Panel members to serve as chair of the panel. A student may not serve as chair of a Hearing Panel.
- (ii) The Administrator (or designee) shall serve as a non-voting, ex-officio member of every Hearing Panel and may be present and available as a resource during all deliberations. The Administrator is responsible for informing the panel of any previous conduct violations or other relevant disciplinary actions involving the Respondent.

c. In every case submitted to a Hearing Panel, the parties may submit written materials for the panel to review as part of its decision. To be considered by the Hearing Panel, all written materials must be submitted to the Administrator prior to the deadline set forth in the notice. The Administrator shall ensure that any materials timely submitted are distributed to the parties and the Hearing Panel prior to the hearing. The written materials may only consist of the following:

- (i) Suggested questions for the panel to ask the Respondent or the Complainant;
- (ii) Written discussion or argument addressing the information contained in the Final Report;
- (iii) Information (as opposed to a discussion of the information contained in the report) that was not considered by the investigators in the Final Report only if the information was not available prior to the completion of the Final Report or if the information was provided to the investigator prior to the completion of the investigation but the information was not included in the Final Report.

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D-3. Hearing Procedures:

a. The hearing shall be held at the time and place listed in the notice. The hearing shall be held no less than five days after the notice is provided to the parties.

b. All hearings are closed to the public. The only people allowed to be present during the hearing are the parties, each individual party's Advisor, the investigator(s), the Administrator, the Title IX Coordinator (or designee) in Title IX cases, one or more attorneys from the Office of General Counsel, and the members of the Hearing Panel. The panel chair may give permission for others to attend the hearing in the panel chair's discretion, after consultation with the Administrator.

c. The only witnesses at the hearing shall be the investigator(s), the Complainant, and the Respondent. In non-Title IX cases, the Complainant may only be present during the portion of the hearing where the Hearing Panel questions the Complainant, unless the chair determines in appropriate cases that the Complainant may remain for the entire hearing. In extraordinary circumstances, if the investigator is unable to be present at the hearing, the DOS may designate a representative to be there in the place of the investigator. Neither the Complainant nor the Respondent is required to say anything at the hearing.

The panel chair, in consultation with the Administrator, may call additional witnesses if the panel chair determines that the additional witnesses are necessary for the Hearing Panel to properly resolve the case. This discretion should be used sparingly. The intention of the Code is that the Final Report, in the vast majority of cases, should provide a sufficient basis for the Hearing Panel's decision, recognizing that the parties may speak in person to the Hearing Panel and to respond to the Final Report.

d. It is each party's responsibility to inform the panel chair and the Administrator of scheduling conflicts no less than three days prior to the scheduled hearing. The Administrator shall have the sole discretion as to whether to reschedule the hearing. Except in cases of grave or unforeseen circumstances, if either party fails to appear, the hearing will proceed as scheduled.

e. If a report of a violation of the Code involves more than one Respondent, the Hearing Panel shall conduct a joint hearing with all Respondents. However, the panel chair may permit the hearing pertinent to each Respondent to be conducted separately. In joint hearings, separate determinations of responsibility shall be made for each Respondent.

f. Only the chair of the Hearing Panel may ask questions during the hearing, and doing so is at the sole discretion of the chair. However, the chair may seek input from panel members on areas for questioning. The parties may submit suggested questions in writing as long as the questions are received prior to the deadline for submitting written materials contained in the notice. Questions based on information that arises during the hearing may be submitted in writing during the hearing at the discretion of the panel chair.

g. For complaints involving sexual misconduct, discrimination, or other complaints of a sensitive nature, the panel chair, in consultation with the Title IX Coordinator and the Administrator, may allow the Complainant to attend the hearing, answer questions, and make a statement from behind a partition or from another room or location through audio/video technology.

h. The panel chair has discretion as to how to conduct the hearing. Generally, however, the hearing should be conducted as follows:

- (i) Opening statement by the Respondent addressing the Final Report and the allegations that the Respondent violated the Code;
- (ii) In Title IX cases, opening statement by the Complainant addressing the Final Report and the allegations that the Respondent violated the Code;
- (iii) Questions, if any, by the panel chair of the investigator(s), Respondent, and/or Complainant;
- (iv) Final statements by the Respondent and, in Title IX cases, the Complainant.

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i. In making its decision, the Hearing Panel shall consider all relevant information from the following sources:

- (i) the Final Report, including the findings and conclusions contained in the report;
- (ii) any written information provided by the parties as provided above; and
- (iii) the information received at the hearing.

j. In Title IX cases involving allegations of sexual misconduct, the past sexual history or sexual character of either party shall not be considered by the Hearing Panel except in extremely unusual cases where the panel chair determines that the information is critical to a proper understanding of the specific facts of the case at hand. Demonstration of pattern, repeated, and/or predatory behavior, in the form of previous findings in any legal or campus proceeding, or in the form of good faith allegations, may be considered in making the findings and, if a violation of the Code is found, the sanction.

k. There shall be a single record, such as an audio recording, for all hearings. Deliberations shall not be recorded. Failure to record the hearing for any reason is not to be considered a procedural error that substantially impacts the decision and will not be grounds for appeal or reversal of the Hearing Panel's decision.

D-4. Hearing Panel Decision.

a. The Hearing Panel shall issue a written decision, which should be issued within ten days after completing deliberations. The panel chair shall provide the written decision to the Administrator, who shall then simultaneously provide the decision to the parties

b. The Hearing Panel should adopt the findings and credibility analysis contained in the Final Report, unless the Hearing Panel finds that the information presented at the hearing warrants a different finding or the Hearing Panel finds that the findings or credibility analysis are not more likely than not to be true. Any findings issued by the Hearing Panel must be based on a more likely than not standard.

c. The Hearing Panel is not required to defer to the recommendation contained in the Final Report as to whether the Respondent violated the Code, but is entitled to freely apply the Code to the findings in order to determine whether the Respondent violated the Code.

d. Unless the panel chair is a Hearing Officer appointed to serve as chair without a vote, the panel chair shall participate in all votes, and all Hearing Panel decisions shall be made by a majority vote.

e. If the Hearing Panel determines that the Respondent violated the Code, the Hearing Panel shall determine the appropriate sanction(s). The Administrator shall serve as a resource to the Hearing Panel to help ensure that sanctions are reasonably consistent among similar cases.

f. The Hearing Panel may return the matter for additional investigation if the Hearing Panel determines that:

- (i) The investigator failed to properly investigate the allegation and the failure was both substantial and to the student's detriment; or
- (ii) There is new information that could substantially affect the outcome and the new information could not have been discovered before the issuance of the Final Report.

D-5. Either party may appeal a Hearing Panel's decision.

D-6. Sanctions imposed by the Hearing Panel shall generally not go into effect until either the time period for an appeal has expired and no appeal has been filed or until the decision is upheld on appeal. However, the CSA Officer may impose any sanction imposed by the Hearing Panel as an interim action pending the appeal.

E. APPEALS.

E-1. Any party may appeal the Administrator's or Hearing Panel's final decision. Appeals must be submitted in

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writing to the Administrator and must set forth the grounds for the appeal. The appeal must be filed no later than five days after the decision is delivered to the parties. The Administrator shall ensure that the parties receive a copy of the appeal.

E-2. Appeals are limited to the following grounds:

- a. A procedural error occurred in the investigation process that significantly impacted the outcome of the hearing;
- b. New information, unavailable during the investigation or hearing, that could substantially impact the original finding or sanction has been presented in the appeal documents;
- c. The sanctions imposed are substantially disproportionate to the severity of the violation (the imposition of an administrative fee is not a sanction, and therefore cannot be appealed); or
- d. The decision is not based on substantial information. A decision is based on substantial information if there are facts in the case that, if believed by the fact finder, are sufficient to establish that a violation of the Code occurred.

E-3. An appeal shall be limited to a review of the decision, the Final Report, any written material considered in the decision, the recording of the hearing held before the Hearing Panel, and any written materials submitted with the appeal. Where an appeal is based on the discovery of new information, the new information may be considered only to determine whether the information was unavailable at the time of the decision and whether the new information could substantially impact the original finding or sanction.

E-4. Appeal Panel Procedures:

- a. The chair of the SCB shall appoint three to five members of the SCB to serve on the Appeal Panel, and shall designate one member to serve as chair of the Appeal Panel. Any member who served on a Hearing Panel shall not serve on the Appeal Panel on the same case. A student may not serve as chair of an Appeal Panel.
- b. In Title IX cases, the non-appealing party may file a response to the appeal within five days of the filing of the appeal.
- c. The Appeal Panel shall issue a written decision. The decision should be issued within fifteen days of receiving the appeal. The chair of the Appeal Panel shall provide the written decision to the Administrator, who will then simultaneously provide the decision to the parties.

E-5. Results of the Appeal Panel. The Appeal Panel may:

- a. uphold the Administrator's or Hearing Panel's decision;
- b. uphold the finding that the Respondent violated the code, but revise the sanction(s);
- c. return the matter for reconsideration; or
- d. return the matter for additional investigation.

E-6. Unless the case is returned for reconsideration or to the investigator for additional investigation, the decision of the Appeal Panel is the final institutional decision. If the decision upholds the findings that the Respondent violated the Code, the sanctions imposed shall go into effect immediately.

F. Student Conduct Board.

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F-1. The description and make-up of the SCB can be found in FSH 1640.83.

F-2. A member of the SCB shall not serve on any Hearing Panel or Appeal Panel in any case where the member has a conflict of interest or bias for or against either party.

F-3. If procedures call for the appointment of three or more members to serve on a Hearing Panel or Appeal Panel, the chair of the SCB should endeavor to appoint at least one student to the Hearing Panel or Appeal Panel. A student may not serve as chair of the Hearing Panel or Appeal Panel. In disciplinary cases involving allegations of academic misconduct, a majority of the Hearing Panel or Appeal Panel should ordinarily be faculty members.

F-4. All members of the SCB must receive annual training as determined by DOS, the Title IX Coordinator, and/or the Office of General Counsel. A member cannot serve on either a Hearing Panel or Appeal Panel until the member has completed this training.

F-5. Proceedings before the SCB, whether before a Hearing Panel or Appeal Panel, are confidential and protected by the Family Educational Rights and Privacy Act (FERPA). In specific disciplinary cases, members of the SCB must protect the confidentiality of the information they receive in fulfilling their duties as members of the SCB. Panel members must not discuss specific cases or share any information regarding specific disciplinary cases or their deliberations with anyone other than the SCB Chair, the Office of General Counsel, the Administrator, or fellow panel members appointed to the same panel in that specific case, and in all such instances, the discussion or sharing of information must be reasonably necessary for the panel's consideration of the specific case.

G. USE OF A HEARING OFFICER.

G-1. In any case requiring a hearing before a panel of the SCB, the University may use a Hearing Officer to conduct that hearing.

G-2. The decision as to whether to appoint a Hearing Officer shall be made by the Administrator. The decision as to whether to appoint a Hearing Officer may not be appealed and may not be challenged on appeal as a procedural error.

G-3. The Hearing Officer may be appointed to serve as follows:

a. As a non-voting chair of the Hearing Panel whose duties are to run the hearing and ensure all proper procedures are followed;

b. As a voting chair of the Hearing Panel whose duties are to run the hearing, ensure that all proper procedures are followed, and to have a vote on the decision; or

c. As the chair and only member of the Hearing Panel whose duties are to run the hearing, ensure that all proper procedures are followed, and to issue the decision. When the Hearing Officer serves as the sole decision-maker, the Hearing Officer's decision shall be treated for all purposes the same as the decision of a Hearing Panel under the Code.

d. In cases involving allegations of academic dishonesty, a Hearing Officer may only be appointed as a non-voting chair of the Hearing Panel, but may not be appointed as a voting member of the Hearing Panel or as the chair and only member of the Hearing Panel.

G-4. The Administrator shall appoint the Hearing Officer from a list of Hearing Officers approved by the Office of General Counsel. The Hearing Officer must not have a conflict of interest or bias for or against either party.

G-5. The Office of General Counsel shall determine the appropriate qualifications for a person to serve as a Hearing Officer and shall make a list of approved Hearing Officers available to the Administrator.

H. INTERIM ACTION.

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H-1. At any time before a final institutional decision, the CSA Officer, or designee, may impose restrictions on a student and/or separate the student from the University community pending the final institutional decision. If circumstances allow, the CSA Officer (or designee) should meet with the student prior to imposing the interim action.

H-2. Other than issuance of no contact orders, an interim action issued prior to a hearing before the Hearing Panel may only be imposed when the CSA Officer determines that the student represents a threat of serious harm to any person; the student is facing allegations of serious criminal activity; the action is necessary to preserve the integrity of the investigation; the action is necessary to preserve University property; and/or the action is necessary to prevent disruption of, or interference with, the normal operations of the University. After the Hearing Panel's decision, pending an appeal of the decision, the CSA Officer may impose a sanction issued by a Hearing Panel as an interim action at the discretion of the CSA Officer.

H-3. In any Title IX case, the investigator, in consultation with DOS, may issue a no contact order prohibiting the Respondent and/or the Complainant from contacting the other. A no contact order should be routinely issued in Title IX cases and there need not be a specific determination made as provided above.

H-4. Interim actions may include, but are not limited to, the following:

- a. Suspension from the University pending a final institutional decision;
- b. Issuance of a no contact order;
- c. Exclusion from University property;
- d. Removal from the residence halls;
- f. Removal from extracurricular activities, including participation on athletics teams;
- g. Withholding the award of a degree pending the conclusion of the investigation and hearing process; or
- h. Any other action deemed necessary and appropriate by the CSA Officer to maintain orderly and appropriate University operations.

H-5. Where a student is suspended from the University, or directed to not attend certain classes, alternative coursework options may be pursued, with the approval of the CSA Officer and the appropriate college dean, to ensure as minimal an impact as possible on the responding student.

H-6. An interim action must be made in writing and is effective when the CSA Officer delivers the Notice of Interim Action to the responding student either in person or by email sent to the student's official University of Idaho email account.

H-7. The Respondent may appeal the imposition of any interim action by filing an appeal with the CSA Officer. There are no formal procedures for this appeal, and the interim sanctions remain in effect unless overturned by the CSA Officer.

H-8. A violation of the provisions of an interim action shall be considered a violation of the Code.

I. SANCTIONS.

I-1. The following sanctions may be imposed upon any student determined to have violated the Code:

- a. **Warning:** a written notice to the student.

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b. Probation: a written reprimand accompanied by a probationary period during which the student must not violate the Code in order to avoid more severe disciplinary sanctions.

c. Loss of Privileges: denial of specified privileges for a designated period of time.

d. Restitution: compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.

e. Educational Sanctions: completion of work assignments, essays, service to the University, community service, workshops, or other related educational assignments.

f. Housing Suspension: separation of the student from University Housing for a definite period of time, after which the student is eligible to return. Conditions for return may be specified.

g. Housing Expulsion: permanent separation of the student from University Housing.

h. University Suspension: separation of the student from the University for a definite period of time, after which the student is eligible to return. Conditions for return may be specified.

i. University Expulsion: permanent separation of the student from the University.

j. Revocation of Admission and/or Degree: admission to or a degree awarded from the University may be revoked for fraud, misrepresentation, or other violation of University standards in obtaining the degree, or for other serious violations committed by a student prior to graduation.

k. Withholding Degree: the University may withhold awarding a degree otherwise earned until the completion of all sanctions imposed.

I-2. More than one of the sanctions listed above may be imposed for any single violation.

I-3. A student who fails to comply with the sanction(s) imposed shall have a disciplinary hold placed on his/her record until the student complies with all sanctions imposed.

I-4. Disciplinary sanctions other than suspension, expulsion or revocation or withholding of a degree shall not be made part of the student's permanent academic record, but shall become part of the student's disciplinary record. Such sanctions shall be expunged from the student's disciplinary record seven (7) years after final disposition of the case.

I-5. The student shall be responsible for administrative and educational costs of any and all sanctions imposed for alcohol related violations.

J. MISCELLANEOUS.

J-1. Agreement: At any point during the disciplinary process prior to a final institutional decision, the Administrator and the parties may agree to an appropriate resolution without further investigation, hearing, or appeal. The agreed upon resolution may include the use of appropriate alternative dispute resolution methods.

J-2. Role of an Advisor: In accordance with the educational purpose of the Code, all students, including Respondents and Complainants, are expected to speak for themselves at all stages of proceedings under the Code, including, but not limited to, during the investigation, hearing, and any appeal. Any student may have an Advisor present at any time during any interview, meeting, or proceeding under the Code, but the Advisor's role is to advise the student, not to speak for the student or make any presentation on behalf of the student. The student may, at any time and for a reasonable period of time, confer with the Advisor. If the University official conducting the proceeding determines at any time that the Advisor is acting outside of these parameters, the Advisor may be required to leave the proceeding at the official's discretion. In appropriate circumstances, at the sole discretion of

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the University official conducting the proceeding, the University official may allow the Advisor to speak on behalf of the student and/or make a presentation on behalf of the student.

J-3. Fee: Any time a student is found to have violated the Code, DOS may charge the student an administrative fee of \$150. This is not considered a sanction and may not be appealed.

J-4. Parent Notification: The University may notify parents of students under the age of 21 when a student has been found to have committed a drug or alcohol-related violation. This is not considered a sanction, and the decision as to whether to notify the parents or not rests entirely within the discretion of DOS.

J-5. Training: All members of the SCB, the Administrator, the Title IX Coordinator, and the investigators shall receive annual training in accordance with the requirements of the policies of the Board of Regents of the University of Idaho and the Idaho State Board of Education, the Clery Act and implementing regulations, and Title IX.

J-6. Timeframe: With the exception of the deadlines for filing an appeal (see section E) or for requesting a hearing before the SCB (see section D-1.b.), all other timeframes contained in the Code are suggested timeframes. While the timeframes should be followed absent exceptional circumstances, the failure to conduct any action within a designated timeframe is not grounds for appeal or reversal of any decision.

J-7. Interpretation: Any question of interpretation regarding the Code or these procedures will be referred to the CSA Officer or his/her designee for final determination.

J-8. Disclosure: The University will, upon written request, disclose to the alleged victim of any crime of violence (as that term is defined in section 16 of title 18, United States Code), or a non-forcible sex offense, the report on the results of any disciplinary proceeding conducted by the University against a student who is the alleged perpetrator of such crime or offense with respect to such crime or offense. If the alleged victim of such crime or offense is deceased as a result of such crime or offense, the next of kin of such victim shall be treated as the alleged victim for purposes of this paragraph.

J-9. Review by President: Any decision or action taken under the Code may be reviewed by the President at the President's discretion.

J-10. Review by Board of Regents: Appeals of a final institutional decision to the Board of Regents must be made in accordance with Idaho State Board of Education Governing Policies and Procedures Section III.P.18.

Version History

Amended January 2017. A rewrite was completed that found middle ground between the early 1970's court trial format and the strong investigative model which had unintentionally created many delays to this less confrontational investigative model. The objective is to provide a process that allows for fact-finding and decision-making that balances the rights of the individual with the legitimate interests of the University.

Amended July 2016. Addressed some cumbersome processes that arose which were affecting the ability to resolve cases quickly.

Amended July 2014. All disciplinary language from FSH 2200 Statement of Student Rights and FSH 2300 Student Code of Conduct was consolidated into this policy and updated removing redundancies in policy.

Amended July 2008. The committee composition was moved into FSH 1640 Committee Directory.

Amended July 1993. Membership and quorum were changed on the University Judicial Council.

Adopted 1979. While the disciplinary process contained in FSH 2400 is uniquely crafted to meet the University of Idaho's individual needs, portions of the process and Code are adapted from the NCHERM Group Model

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Developmental Code of Student Conduct and is used here with permission. Other portions are adapted from Edward N. Stoner II and John Wesley Lowery, Navigating Past the “Spirit of Insubordination”: A Twenty-First Century Model Student Conduct Code With a Model Hearing Script, 31 *Journal of College and University Law* 1 (2004).



POLICY COVER SHEET

For instructions on policy creation and change, please see <https://sitecore.uidaho.edu/governance/policy>.

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **FSH 1460 ACADEMIC CALENDARS**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Originator: Lindsey Brown, University Registrar

Policy Sponsor, if different from Originator: Torrey Lawrence, Provost & Executive Vice President

Reviewed by General Counsel ___ Yes X No Name & Date:

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.

This revision delays all dates for Fall 2025, Spring 2026, and Summer 2026 by one week. Details are attached. The current dates for Academic Year 2025-26 align with WSU for Spring commencement on May 9, 2026. This will be a major challenge for the Moscow and Pullman communities as well as our families seeking housing and dining. UI’s calendar currently “flips” to a later start in AY 26-27; however, that change can take place during AY 25-26 to avoid concurrent spring commencements while still following the normal pattern of UI semesters. In addition, earlier starts create a hardship for many UI students who are involved in agricultural harvest or firefighting. Delaying all AY 25-26 dates addresses these concerns. One additional impact is that the irregular 14-week summer (normally 13 weeks) will shift from Summer 2026 to Summer 2025. A 14-week summer is unavoidable.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

January 1, 2024

Summer Session	2014	2015	2016	2017	2018	2019	2020
Summer Session Begins	May 19	May 18	May 16	May 15	May 14	May 13	May 18
Memorial Day	May 26	May 25	May 30	May 29	May 28	May 27	May 25
Independence Day	July 4	July 3 (observed)	July 4	July 4	July 4	July 4	July 3 (observed)
Summer Session Ends	Aug 8	Aug 7	Aug 5	Aug 4	Aug 3	Aug 2	Aug 7
Final Grades Due, 12:00 PM	Aug 12	Aug 11	Aug 9	Aug 8	Aug 7	Aug 6	Aug 11
Fall Semester	2014	2015	2016	2017	2018	2019	2020
Classes Begin	Aug 25	Aug 24	Aug 22	Aug 21	Aug 20	Aug 26	Aug 24
Labor Day	Sept 1	Sept 7	Sept 5	Sept 4	Sept 3	Sept 2	Sept 7
Recess	Nov 24-28	Nov 23-27	Nov 21-25	Nov 20-24	Nov 19-23	Nov 25-29	Nov 23-27
Finals	Dec 15-19	Dec 14-18	Dec 12-16	Dec 11-15	Dec 10-14	Dec 16-20	Dec 14-18
Commencement	Dec 13	Dec 12	Dec 10	Dec 9	Dec 8	Dec 14	Dec 12
Final Grades Due, 12:00 PM	Dec 16	Dec 21	Dec 13	Dec 19	Dec 18	Dec 24	Dec 22
Winter Intersession	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Classes Begin	Dec 20	Dec 19	Dec 17	Dec 16	Dec 15	Dec 21	Dec 19
Close of Session	Jan 13	Jan 12	Jan 10	Jan 9	Jan 8	Jan 14	Jan 12
Spring Semester	2015	2016	2017	2018	2019	2020	2021
Classes Begin	Jan 14	Jan 13	Jan 11	Jan 10	Jan 9	Jan 15	Jan 13
Martin Luther King Jr. Day	Jan 19	Jan 18	Jan 16	Jan 15	Jan 21	Jan 20	Jan 18
President's Day	Feb 16	Feb 15	Feb 20	Feb 19	Feb 18	Feb 17	Feb 15
Recess	Mar 16-20	Mar 14-18	Mar 13-17	Mar 12-16	Mar 11-15	Mar 16-20	Mar 15-19
Finals	May 11-15	May 9-13	May 8-12	May 7-11	May 6-10	May 11-15	May 10-14
Commencement	May 16	May 14	May 13	May 12	May 11	May 16	May 15
Final Grades Due, 12:00 PM	May 19	May 17	May 16	May 15	May 14	May 19	May 18

Summer Session	2021	2022	2023	2024	2025	2026	2027
Summer Session Begins	May 17	May 16	May 15	May 13	May 12	May 11 <u>18</u>	May 17
Memorial Day	May 31	May 30	May 29	May 27	May 26	May 25	May 31
Independence Day	July 5 (observed)	July 4	July 4	July 4	July 4	July 3 (observed)	July 5 (observed)
Summer Session Ends	Aug 6	Aug 5	Aug 4	Aug 2	Aug 1	July 31 <u>Aug 7</u>	Aug 6
Final Grades Due, 12:00 PM	Aug 10	Aug 9	Aug 8	Aug 6	Aug 5	Aug 4 <u>11</u>	Aug 10
Fall Semester	2021	2022	2023	2024	2025	2026	2027
Classes Begin	Aug 23	Aug 22	Aug 21	Aug 19	Aug 18 <u>25</u>	Aug 24	Aug 23
Labor Day	Sept 6	Sept 5	Sept 4	Sept 2	Sept 1	Sept 7	Sept 6
Recess	Nov 22-26	Nov 21-25	Nov 20-24	Nov 25-29	Nov 24-28	Nov 23-27	Nov 22-26
Finals	Dec 13-17	Dec 12-16	Dec 11-15	Dec 9-13	Dec 8-12 <u>15-19</u>	Dec 14-18	Dec 13-17
Commencement	Dec 11	Dec 10	Dec 9	Dec 7	Dec 6 <u>13</u>	Dec 12	Dec 11
Final Grades Due, 12:00 PM	Dec 21	Dec 20	Dec 19	Dec 17	Dec 16 <u>23</u>	Dec 22	Dec 21
Winter Intersession	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Classes Begin	Dec 18	Dec 17	Dec 16	Dec 14	Dec 13 <u>20</u>	Dec 19	Dec 18
Close of Session	Jan 11	Jan 10	Jan 9	Jan 7	Jan 6 <u>13</u>	Jan 12	Jan 11
Spring Semester	2022	2023	2024	2025	2026	2027	2028
Classes Begin	Jan 12	Jan 11	Jan 10	Jan 8	Jan 7 <u>14</u>	Jan 13	Jan 12
Martin Luther King Jr. Day	Jan 17	Jan 16	Jan 15	Jan 20	Jan 19	Jan 18	Jan 17
President's Day	Feb 21	Feb 20	Feb 19	Feb 17	Feb 16	Feb 15	Feb 21
Recess	Mar 14-18	Mar 13-17	Mar 11-15	Mar 10-14	Mar 9-13 <u>16-20</u>	Mar 15-19	Mar 13-17
Finals	May 9-13	May 8-12	May 6-10	May 5-9	May 4-8 <u>11-15</u>	May 10-14	May 8-12
Commencement	May 14	May 13	May 11	May 10	May 9 <u>16</u>	May 15	May 13
Final Grades Due, 12:00 PM	May 17	May 16	May 14	May 13	May 12 <u>19</u>	May 18	May 16

Spread Pay Task Force Findings and Recommendations

History of the Task Force

In 2022 Faculty Senate charged a task force to consider the possibility of developing a system that would allow University of Idaho faculty on 9-month contracts to be paid over 12 months. The catalyst for this work was a combination of faculty interest and its potential to both retain and recruit faculty.

The old spread pay system was an offered benefit until FY 2017. However, difficulties with the Banner 8 system and managing faculty on complicated contracts made the system too cumbersome.

In the Spring of 2022, the Task Force sent a survey to eligible faculty to determine the degree to which faculty supported this initiative. At that time, 570 faculty were on academic contracts and received the survey. 329 completed the survey, resulting in a response rate of 61%. Of those faculty currently on standard pay, 63% indicate that they would immediately switch to a 12 month pay system if given the option. Regardless of whether or not they would go on a 12 month pay system, 94% of surveyed faculty supported implementing it as an option for others.

In AY 23-24, there are 576 U of I faculty on academic year contracts.

- 454 are on standard pay; they are paid for 39 weeks of work during the academic year.
- 122 are on the old system of spread pay; they are paid for 39 weeks of work over twelve months on a system using a problematic pay schedule.

Current Realities

In the process of investigating the possibility of reoffering a benefit that would allow people on 9-month contracts to be paid over 12, it became evident that the current system of providing advanced pay in July and August poses significant problems for the university. Our current system of spread pay operates by paying people in July and August prior to the beginning of their contract. Paying employees for work before the contract begins presents challenges and the schedule must be reset – regardless of whether or not we offer deferred pay as a benefit for all eligible faculty.

There are 122 faculty members currently on this old spread pay schedule. To resolve the schedule problems, they will need to shift to a new pay schedule or opt for standard pay. The new model, called deferred pay, will allow faculty to defer portions of their pay through the academic year to be paid over the following summer. The pay system aligns with the start of their work period.

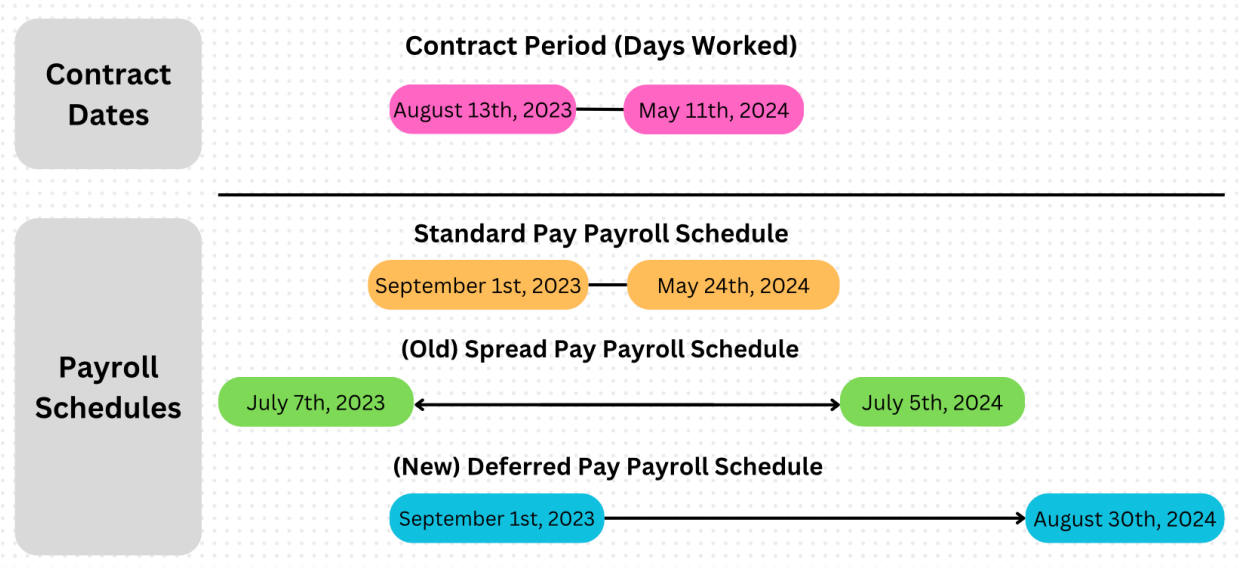
Key Terms:

Standard Pay: a pay system in which faculty on a 9-month contract are paid over nine months. Their pay is in line with the pay periods they work.

Deferred Pay: a pay system in which faculty on a 9-month contract are paid over 12 months. A portion of their pay for the academic year is deferred and covers the pay periods in the summer.

Spread Pay: a pay system in which faculty on a 9-month contract are paid over 12 months. In July and August they are paid in advance of their work. A portion of their pay for the academic year is delayed covering May and June.

Figure 1: Illustration of Different Pay Schedule Examples Based on AY 23-24



Required Changes Discovered During the System Review

The old system must be terminated. In doing so, the university needs to move the 122 faculty currently on the old spread pay schedule to the new deferred pay schedule or to allow them to opt for standard pay. These faculty members will finish the current fiscal year on the old spread pay schedule (ending June 22, 2024 (pay date July 5th) with the end of the current fiscal year) and begin the following year on the new deferred pay schedule (or, if they choose, standard pay). Faculty on the old spread pay system will receive their July 5, 2024 paycheck and then will have a six-week gap as we shift between schedules. This will occur from mid-July through August. This pay schedule will align with the start of the academic year and the pay will be “deferred” to the following summer. The payroll dates for this disruption are the following: July 19, 2024; August 2, 2024; and August 16, 2024. Pay will resume on August 30, 2024.

The task force review also uncovered a second problem with our current system. Currently academic faculty are paid according to two pay schedules. There is one schedule for faculty on standard pay which uses a schedule of 19.5 factors; and another for those on the old spread pay which uses a 20 factor schedule. The deferred pay system cannot use partial schedules, so the whole schedule needs to use a 20 factor schedule. The payroll system needs to bring all academic year faculty on the same schedule.

This change has no effect to faculty base salary during the regular academic year and no impact to summer appointments paid by a flat rate. There will be an impact to an academic year faculty’s summer earnings if an hourly rate is used to calculate the salary for the summer. The summer hourly rate will be 2.5% less than the previous pay schedule. See the Appendix for additional information.

Opportunities for Faculty on Standard Pay to Switch to Deferred Pay and Other Required Changes Uncovered by this Process

The University of Idaho can offer deferred pay to faculty who are on 1.0 FTE academic year (9-month) appointments beginning in AY 24-25. These faculty must opt in to deferred pay for the entire year. New faculty who are hired mid-year will have to wait for the following year to elect deferred pay. Faculty who would like to remain on standard pay are not required to opt into deferred pay. The details of this new schedule are included as an appendix. To reset the schedule, there are three required adjustments.

- First, there will be a disruption in pay for the 122 faculty on the current spread pay system to transition to the new deferred pay system;
- Second, the payroll system needs to bring all academic year faculty on the same 20 factor schedule;
- Third, the new system requires that administrative stipends be paid differently. Faculty with administrative appointments can opt into the deferred pay system to spread their base salary over 12 months, but the administrative stipend can only be paid according to the academic calendar. Currently, there are 19 faculty of the 122 on the old spread pay system who have their base salary and administrative stipend spread out over 12 months. The new system requires the base salary and the administrative stipend to be paid separately.

Recommendations of the Task Force

The task force recommends the following:

- The University of Idaho offer deferred pay to all eligible faculty effective on academic year (9-month) contracts starting in 2024-25;
- The University of Idaho transition faculty currently on the old system of advanced spread pay to the system of their choosing: either the new deferred pay system or the standard pay system effective 2024-25;
- The University of Idaho provide options for the 122 affected faculty members on the legacy spread pay system to navigate the gap in three pay periods offering the following:
 - Financial planning tools for those who wish to immediately transition to the new deferred pay system to manage the three-pay disruption on their own;
 - The option to enroll in a UI payroll managed system that withholds an amount of their choice (up to 3/26th of their annual salary) which will be used to provide the UI paychecks during the three pay periods of transition. (See Appendix for details)

Appendix—Updated UI Deferred Pay Schedule

Compiled by the Provost's Office and the Division of Finance and Administration
November 6, 2023

Context

A faculty senate deferred pay Task Force worked with individuals from the Division of Finance and Administration and the Provost's Office to make deferred pay available to all full-time faculty in AY 24-25 as a recruiting and retention benefit.

Currently, there are 576 U of I faculty on Academic Year (AY) contracts.

- 454 are on standard pay; they are paid for 39 weeks of work during the academic year.
- 122 are on the old system of spread pay; they are paid for 39 weeks of work over twelve months.
- 19 of the 122 faculty on the old spread pay system currently have administrative stipends that are currently included in their spread salary.

Eligibility for deferred pay:

- Full-time faculty on Academic Year contracts can opt in to deferred pay prior to each academic year.
- Must start the Academic Year on deferred pay; faculty who begin mid-year must wait to join deferred pay until the following year.
- Faculty must have a 1.0 FTE appointment for the entire academic year.

Transition from the old system to the new system:

This system change involves a one-time payroll system reset that will mean the following:

- The start date of the deferred pay schedule must be aligned with the start of the academic year contract. For the 122 faculty on the old system, this means there will be a disruption in pay for three pay periods (six weeks) in the summer of 2024. Faculty on the old spread pay system would receive their paycheck on July 5, 2024 and then there would be a six week disruption. These include the pay dates of July 19, 2024; August 2, 2024; and August 16, 2024. Pay would resume on August 30, 2024. In future years, there will be no gap in pay as faculty continue on deferred pay.
- Administrative stipends can only be paid according to the academic year calendar. Faculty with administrative appointments can opt into the deferred pay system to spread their base salary over 12 months, but the administrative stipend can only be paid according to the academic calendar. Currently, there are 19 faculty of the 122 on the old spread pay system who have their base salary and administrative stipend spread out over 12 months.
- The new deferred pay system requires a reset in the payroll schedule from 19.5 pay factors to 20 pay factors. Work expectations and job duties remain the same for positions, but the Banner system requires an even number of weeks in the pay

schedule (and not split pay periods) to avoid errors and manual work. This will impact academic year faculty on standard pay who have contracts in the summer that require salary calculations based on an hourly rate. The total amount that a faculty member in this situation could earn in the summer under the new system could be slightly less because summer will not include a half pay period and because the new schedule reduces the calculation of the hourly rate by 2.5%.

- The system does not support half pay periods.
- U of I cannot sustain two separate payroll systems.

FAQ:

Q1: Is deferred pay required for all academic year faculty? I am an academic year faculty member and I prefer to be paid according to the nine-month contract period.

A: No, deferred pay is an option offered to faculty on AY contracts. The default way to be paid is standard pay according to the contract period. Deferred pay must be selected as an option each year.

Q2: I moved from spread pay to standard pay in 2017 and received a \$1,000 incentive payment. Do I have to pay this back?

A: No. You received that incentive to stop using the old spread pay system.

Q3: What is wrong with the old spread pay system and why were some faculty allowed to stay on it?

A: The old system of spread pay relies on paying faculty prior to the start of their contract which creates significant challenges. The updated process will allow the administrative systems (Banner) to manage these deferred pay schedules in the manner intended and reduce the administrative burden associated with managing those pay schedules. Likewise, the new system allows for contracts for standard pay and deferred pay operate with the same payroll schedule assumptions. We can only have one payroll system for academic year faculty. It is no longer possible to support two distinct payroll systems for academic year faculty.

Q4: Can faculty on the old spread pay system opt into the new deferred spread pay system?

A: Yes, but they will have to manage a one-time disruption in three pay periods in late summer 2024. They can manage this on their own or they can set up UI payroll withholdings during spring semester to manage this.

Q5: How will the 122 faculty on the old spread pay system be transitioned to the new system?

A: They will receive their July 5, 2024 paycheck, which represents the last pay for their 2023-2024 academic year salary. Then, there will be a disruption in the three pay periods

of July 19, 2024; August 2, 2024; and August 16, 2024. Pay would resume on August 30, 2024 with their 2024-2025 academic year salary. These faculty can either budget and manage the transition on their own or UI payroll can assist through a withholding program.

Q6: What does the UI payroll withholding system to bridge the transition look like for faculty on the old spread pay system?

A: A contract time would be established where a faculty member would establish a set amount to be withheld from their paychecks (up to 3/26th of their annual salary). Payroll would create a holding account for the faculty member. The established amount would be taken out over 14 pay periods January 5, 2024 through July 5, 2024. These funds would be used to pay the faculty member during the transition pay periods of July 19, 2024 through August 16, 2024. The faculty member chooses the amount to be withheld. This arrangement would need to be signed and approved by the faculty member by December 21, 2023.

Alternately, faculty who are on the old spread pay system, can manage the transition on their own. They are not required to use the UI withholding system.

Q7: Am I losing money with this transition from the old spread pay schedule to the new deferred pay schedule?

A: No, you will still be paid the same amount for your work according to your contract. Depending on how a person elects to manage the transition in payroll systems, there will be variability in the timing of paychecks.

Q8: Why does the new system remove a week from the summer pay schedule and what is the impact?

A: U of I is currently running two payroll systems for academic year faculty; one of the systems uses half pay periods to calculate salary. The ability to offer all academic year faculty deferred pay requires an adjustment to the payroll schedule to bring all academic year faculty on the same schedule. This one-time adjustment changes the summer schedule by a week. This change has no effect to faculty base salary during the regular academic year and no impact to summer appointments paid by a flat rate.

This change will impact academic year faculty who calculate their summer salary earnings using an hourly rate. The hourly rate will be 2.5% less than the hourly rate of the old system. Potentially, the earnings for faculty on grant funded work for the entire summer could have the summer earnings reduced by a maximum of 10% if they are paid exclusively on grant funds. The reduction results from the schedule adjustment of a week and the reduction in the hourly rate. Grants require the calculation of faculty effort on based on an hourly rate.

In summer 2023, there were 182 faculty who had summer contracts that included compensation for work on grants.

Q9: Why can't administrative stipends be included in the deferred pay option?

A: Faculty who hold administrative appointments (e.g. associate dean, department chair, program director, etc.) and who receive an administrative stipend can opt into having their base salary paid as deferred pay, but the administrative stipend must be paid according to the academic calendar. This is because these positions often fluctuate or start at different points in the year. The new system cannot accommodate the variability with these types of positions and so this part of the appointment will be treated separately. For faculty in these types of positions, they can opt to defer their base salary over 12 months, but the administrative stipend will be paid over 9 months.

Q10: I am a faculty whose FTE is variable over the course of the academic year due to availability of grant funding. Am I eligible for deferred pay?

A: No. Faculty are only eligible to be on deferred pay if they have a 1.0 FTE appointment for an entire academic year.

Q11: What happens for faculty on full-year sabbatical as it relates to supplemental pay on grants?

A: This information is forthcoming and solution will be in place by the time of implementation.