2023 – 2024 Faculty Senate – ~~Pending Approval~~
Meeting # 27
Tuesday, April 2, 2024, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Maas, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Pimentel, Ramirez, Raney, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Thaxton, Tibbals. **Absent**: Blevins, Miller, Mischel.

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 #26, March 26, 2024, were approved as distributed.

Chair's Report:
- Important reminder: Senators whose terms end in 2023-24 should ask their units/colleges to conduct elections for AY 24-25 Senate seats. Nominations and elections of officers will take place on 4/23/2024 and 4/30/2024, respectively.
- Artificial Intelligence.
  - The AI steering Team is planning to organize a symposium in the Fall.
  - The AI and Machine Learning Task Force is focusing on AI literacy. They launched an exhibition this week presented in the ISUB.
  - The AI Working Group is proposing new courses which include a 200-level course, "AI for All of Us", PHIL 361 (a course about AI ethics), and a 400 level Computer Science course.
  - Some ideas shared among the groups: AI is present in all domains of activity and grows at a speed never seen before, AI's impact on society can be compared to the impact of the internet 25 years ago. AI is mainly driven by the technology industry – hardware and software – and not by traditional academic research.

Provost's Report:
- Vandal Giving Day is today and goes on for 1,189 minutes (about 20 hours). For more information, visit https://vandalsgive.uidaho.edu/giving-day/80574.
- Dr. Patrice Buckner Jackson's workshop: "Disrupting Burnout," is tomorrow at 1:30-3:00 pm, Whitewater/Clearwater, ISUB. https://uidaho.edu/events?trumbaEmbed=view%3Devent%26eventid%3D173916644.
- University of Phoenix: The legislative solution proposed by the Senate to address some of the concerns from the House failed on the floor last week. As President Green communicated on Friday, they are looking at options.
- Updates on legislation impacting U of I will be communicated soon.

Discussion:
A senator asked about the costs already incurred towards the Phoenix transaction, about $11M, if the deal falls through. Provost Lawrence said that those costs have been paid as negotiations moved along, through reserves. If the transaction does not close and costs are not reimbursed, it will take

longer to reach the State Board reserve requirements. The Provost reiterated that they are still trying to find a path. The Phoenix affiliation is not a closed matter.

Committee Reports:

- Proposed changes to the Faculty and Staff Handbook (voting)
    - o FSH 3440 Compensation of Classified Employees – Brandi Terwilliger, Director of Human Resources, Attach. #2.
      With the establishment of a market-based compensation system, this revision is necessary to replace the previous language based on the previous pay grade system. The primary compensation principles remain unchanged.
      Discussion:
      In response to a question, Brandi said that the revised policy has already gone through Staff Council.
      Vote: 21/22 yes; 1/22 no. Motion passes.

    - o FSH 3420 Faculty Salaries – Alistair Smith, Department Chair, Earth and Spatial Sciences, Attach. #3, to be voted together with FSH 4620 Academic Calendars, Attach. #5.
      FSH 3420 Section E, detailing period of obligation and payroll schedule, has been added to align with the deferred pay scheme.
      No questions.
      Vote: 21/21 yes. Motion passes.

    - o FSH 3120 Faculty Obligations During Period of Appointment – Alistair Smith, Department Chair, Earth and Spatial Sciences, Attach. #4.
      Section D-2 has been revised to clarify work and pay schedule for academic year appointments. Sections D-4 has been expanded and revised to clarify summer session obligations of faculty with academic year appointments. Summer contracts can only be issued if the work is for 10 hours or more. The committee wanted to codify that AY faculty asked to do at least 10 h work in the summer need to get a contract for it.
      Discussion:
      Senators noted that some university-level committees meet during the summer. Will this revised policy impact their ability to hold hearings during the summer, and potentially the make-up of those committees? Alistair explained that the spirit of the revisions is to codify what's required and what's optional. People can still volunteer to work without compensation for more than 10 hours.
      The discussion moved to summer teaching appointments, in particular the statement that those "…*do not count toward promotion and tenure considerations*." Some senators argued that most faculty do research over the summer, which is recognized at P&T – why not teaching? Different points of view were advanced, such as that summer teaching is entirely optional, and only what's in the faculty's PD is considered towards P&T. Alistair noted that the statement under discussion was there prior to FAC's revisions and was not one of the committee's major concerns. Perhaps this is something to reconsider later.
      Vote: 18/19 yes; 1/19 no. Motion passes.

• Proposed changes to the University Catalog (voting)

    - o UCC 536 Bioinformatics – Tanya Miura, College of Sciences Attach. #6.

We are proposing to add a BS degree in Bioinformatics to complement existing degrees in Biological Sciences at U of I (Biology, Biochemistry, Microbiology, Medical Sciences). This addition will give students the opportunity for coursework and training relevant to modern fields and careers in biology and medicine. The university has a wealth of world-class faculty with expertise in bioinformatics, especially in evolutionary and computational biology, that will contribute courses to the degree. U of I has excellent MS and PhD programs in Bioinformatics and Computational Biology (BCB) and is developing a non-thesis MS program in BCB. A BS degree in bioinformatics will prepare students well for these graduate programs and will serve as a foundation for a future 4 +1 MS degree in BCB. The BCB graduate programs are housed in the College of Science, and most faculty participants in BCB are faculty in the Department of Biological Sciences, thus we have unparalleled expertise to offer a rigorous bachelor's degree in bioinformatics. The curriculum consists of courses offered in Biological Sciences, Mathematics and Statistical Sciences, and Computer Science at U of I, thus will minimally affect current faculty workloads. The degree will be administered by the Department of Biological Sciences, which has adequate staff to support the degree program and additional students.

Discussion:
There was a brief discussion to clarify how the total number of credits for both of the proposed four-year plans added up to 120. The plan that doesn't require ENG 101 and MATH 143 has more electives.
Vote: 19/19 yes. Motion passes.

o   UCC 541 Design for Inclusion and Well-Being Undergraduate Academic Certificate - Rula Awwad-Rafferty, C Chair of Design and Environments Department and professor of Interior Architecture & Design. Attach. #7
The Department of Design and Environments-Interior Architecture & Design program at the University of Idaho proposes to offer an academic certificate in "Design for Inclusion and Wellbeing." The certificate program provides an avenue for students, professionals, and community members to obtain relevant, university-centered training and learning through classroom, workshop, lectures, site visits, and service-learning formats related to access and inclusion, wellbeing, sustainability, and resilience, and capacity building in the built environment. The program requires the completion of 12 credits of study; courses are already part of the BIAD degree, focusing on academic explorations in foundational and advanced topics in social and environmental responsibility, access and inclusion- universal design, materials, and specification, well standards, spatial agency, and area of hands-on application. The courses provide both an academic exploration component and an application component. The participants conclude in the seminar course with a research project they tailor to their specific field of study or interest in relation to the design for inclusion and well-being while acquiring skills and knowledge applicable to any workplace environment. The participants enter their research projects at the University of Idaho Undergraduate Research Expo, culminating in their on-campus capacity building and certificate work. The certificate acknowledges competency in understanding a broad range of diverse social and environmental issues that facilitate and impact inclusion and wellbeing in the built environment and an ability to apply that understanding to the workplace and in social life.
There were no questions.
Vote: 17/18 yes; 1/18 no. Motion passes.

- o UCC 113 Update Regulation O-1 – Dean Kahler Vice Provost for Strategic Enrollment Management, Jerry McMurtry, Dean, College of Graduate Studies Attach. #8
  Request updating regulation to consider undergrad students "full time" if they are carrying 6 or more credits during the summer session. This will allow international students to attend classes during the summer session. Also addressing summer credits for the College of Law and College of Graduate Studies.
  Discussion:
  A few questions followed. Jerry clarified that these revisions do not impact financial aid. They have been worked out with the Registrar and IPO. This policy will benefit programs that prefer to have their students come in the summer and start some field work/research.
  Vote: 18/18 yes. Motion passes.

- o UCC 112 O-10-b Regulation Edit for College of Law Certificates – David Pimentel, College of Law. Attach. #9
  This catalog regulation language edit (see attached document for details) clarifies the grade policy for graduate law certificates.
  There were no questions.
  Vote: 19/19 yes. Motion passes.

- o Admission Standards – Jean-Marc Gauthier, Faculty Senate Chair
  Chair Gauthier summarized the current status and opened the floor for discussion.
  Discussion:
  Financial impact projections requested by a senator last week are not available. Dean Kahler needs to review the data from Wes McClintick, but he is traveling. The UCC analysis, supported by IR and Wes, showed minimal to no impact on enrollment. Provost Lawrence pointed to the draft of a State Board policy in attachment #10, in particular section **2.a.** Direct Admission. The other seven institutions in the state support the draft. The State Board is not open to another level of standards for direct admission and, therefore, if section **2.a** passes, these will be the state minimums for direct admission that we must meet or exceed. We should know more on Thursday, after the meeting of the IRSA subcommittee. SBOE staff have offered to give a presentation on the ISAT, which would be of interest to Faculty Senate and UCC.
  Along with the admission criteria, we need to consider VGP, because, depending on how we move forward, that program may be impacted. We should ask UCC to include VGP in their recommendation to Faculty Senate.
  Motion (Mittelsteadt, Tibbals) to:
    - Return the item to UCC for reconsideration due to new information from SBOE.
    - Ask UCC to provide a proposed redline document for the catalog change.
    - Providethe rationale concerning how they came to their recommendation.
    - Ask UCC to make a recommendation about VGP admission criteria.
  Vote: 18/18 yes. Motion passes.

Announcements and Communications:
- Distinguished Scholarships Program (DSP) – Dilshani Sarathchandra, Associate Professor of Sociology and Sandra Reineke, Associate Professor of Political Science.

Sandra introduced the DSP, which is housed in the U of I Honors program. The DSP primarily covers undergraduate opportunities, except that they also sometimes advise students about the National Science Foundation Graduate Research Fellowship program. At many universities, similar programs are referred to as nationally competitive scholarships. Distinguished scholarships are mostly opportunities for UG students to apply for scholarships and fellowships, including undergraduate research opportunities. The funds for those experiences come from various sources, such as federal agencies or private donors. It's open to any U of I student. Eligibility requirements and the amount of money that students receive vary across programs. Oftentimes, programs also require endorsement of an applicant. Sandra presented a selection of the awards over the last five years received by University Idaho students. DSP services include recruiting prospective students to the to the University of Idaho, delivery of information for students who are here, mentoring the students who are applying and assisting them with their application process, and the promotion and publicizing of the awardees. DSP promotes participation in high impact practices. Many selective institutions participate in this. Students also go abroad and, thus, gain international experience and network with future leaders of the country globally and internationally. It's a huge recognition, and the process is highly competitive.

Contact: dsp@uidaho.edu ; **www.uidaho.edu/academics/honors/scholarships**
For more information, see the presentation slides attached to these minutes.

Adjournment:
The agenda not being completed, the Chair entertained a motion to adjourn. So moved (Tibbals, Mittelsteadt). The meeting was adjourned at 5:03pm.

Respectfully Submitted,

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

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #27

Tuesday, April 2, 2024 at 3:30 pm
Zoom Only

I. Call to Order

II. Approval of Minutes
- Minutes of the 2023-24 Faculty Senate Meeting #26 March 26, 2024 **Attach. #1**

III. Chair's Report
- AI Initiatives
- Nomination/election of new Senators from their respective colleges. April 23rd Nomination of Chair and Vice Chair of Faculty Senate. April 30th Election of new officers.

V. Provost's Report

VI. Committee Reports (voting)
- Proposed changes to the Faculty Staff Handbook (voting)
    o FSH 3440 Compensation of Classified Employees – Brandi Terwilliger, Director of Human Resources **Attach. #2**
    o FSH 3420 Faculty Salaries – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #3**
    o FSH 3120 Faculty Obligations During Period of Appointment – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #4**
    o FSH 4620 Academic Calendars –Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #5**
- Proposed changes to the University Catalog (voting)
    o UCC 536 Bioinformatics – Tanya Miura, College of Sciences **Attach. #6**
    o UCC 541 Design for Inclusion and Well-Being Undergraduate Academic Certificate – Rula Awwad-Rafferty, Center for the Excellence in Teaching and Learning **Attach. #7**
    o UCC 113 Update Regulation O-1 – Dean Kahler Vice Provost for Strategic Enrollment Management, Jerry McMurtry, Dean, College of Graduate Studies **Attach. #8**
    o UCC 112 O-10-b Regulation Edit for College of Law Certificates – Jerry Long, College of Law **Attach. #9**
    o Admission Standards: Continuing the discussion tabled on 03/26/24 – Jean-Marc Gauthier, Faculty Senate Chair **Attach. #10**

VII. Announcements and Communications
- Distinguished Scholars Program – Dilshani Sarathchandra, Associate Professor of Sociology and Sandra Reineke, Professor of Political Science
- Dependent Benefit Task Force Update – Kristin Haltinner, Vice Chair of Faculty Senate

VIII. New Business

IX.   Adjournment

Attachments
- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #26 March 26, 2024
- **Attach. #2** FSH 3440
- **Attach. #3** FSH 3420
- **Attach. #4** FSH 3120
- **Attach. #5** FSH 4620
- **Attach. #6** UCC 536
- **Attach. #7** UCC 541
- **Attach. #8** UCC 113
- **Attach. #9** UCC 112
- **Attach. #10** Admission Standards

University *of* Idaho
Faculty Senate

2023 – 2024 Faculty Senate – Pending Approval
Meeting # 26
Tuesday, March 26, 2024, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Blevins, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Pimentel, Ramirez, Raney, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Thaxton, Tibbals.
Absent: Maas (excused), Miller, Mischel.

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 #25, March 19, 2024, were approved as distributed.

Chair's Report:
- Important reminder: Senators whose terms end in 2023-24 should ask their units/colleges to conduct elections for AY 24-25 Senate seats.
- Apologies for the communication glitch about admissions. Regarding the data that was shared with you, please be assured that the data was shared at the time it was available.

Provost's Report:
- Two searches are in progress.
  - Last week, we had two candidates for the position of Dean of the College of Law, and two more will visit this week . The schedules can be found at https://www.uidaho.edu/provost/administrative-searches .We encourage people to participate. After our last interview, we will ask for people's feedback.
  - The other search is for a new director of General Education. Dean Panttaja has been in that role for quite some time and he's going to step down. Please share this information with your colleagues. https://www.uidaho.edu/provost/administrative-searches
- University of Phoenix: Addressing a previous question from Steve Shook, the Provost pointed to the University of Phoenix website: The University of Phoenix transaction requires a conduit issuer, and as such, we approached a number of different national conduits. Arizona Industrial Development Authority (AzIDA) is a conduit issuer of municipal revenue bonds with the ability to assist private and public borrowers across the country. National Finance Authority (NFA) in New Hampshire is also a conduit issuer. While AzIDA declined to participate, NFA agreed to participate in the financing. The AzIDA decision has no impact on our transaction.
- A Senate Bill regarding the University of Phoenix passed the Senate State Affairs Committee this morning. See https://legislature.idaho.gov/sessioninfo/2024/legislation/S1450/. The Provost will provide an update next week.

Discussion:
A senator inquired about an article in the Idaho Education News, which reported that the Alumni Association was asked by the President to hire a lobbyist. They noted that the university is not allowed to hire lobbyists. Provost Lawrence replied that the Alumni Association can do so, and it's common.

Committee Reports:

- Proposed changes to the Administrative Procedures Manual (non-voting)
  - APM 45.35 - University of Idaho Unmanned Aircraft Systems ("UAS") – Kay Dee Holmes, Assistant Director, Research Integrity, Office of Research Assurances, Attach. #2
    Standardized and updated formatting; Clarification on existing requirements; Address policy gaps & remove unnecessary language.
    <u>Discussion:</u>
    In response to a question from Chair Gauthier, Kay Dee Holmes confirmed that the policy applies only to UAS used for university business.

  - APM 20.60 - Unrelated Business Income Tax – Amanda Bauer, Controller, Ali Pearce, General Accounting Manager, Attach. #3
    Describe other UI policies or procedures related to or like this proposed change, or that will be impacted by it.
    There were no questions.

  - APM 35.66 - Laboratory Decommissioning – Samir Shahat, Executive Director, University Safety Officer, Radiation Safety Officer, Arch Harner, Assistant Vice President for Research Administration, Office of Research and Economic Development, Russell McClanahan, Biosafety and IRIC Facility Manager, Office of Research Assurances Attach. #4
    This policy was developed in collaboration with the Office of Research Assurances. It provides requirements for the removal of hazardous materials and equipment from laboratory spaces when the Principal Investigator (PI) or laboratory supervisor is leaving the University of Idaho, moving to another campus building, relocating to another laboratory within the same building, or disposing of or transferring laboratory equipment that is no longer needed. This policy also applies to the removal of all hazardous materials and equipment from laboratory spaces prior to renovation.
    There were no questions.

Announcements and Communications:

- Admissions Recommendations – Jean-Marc Gauthier, Faculty Senate Chair, Torrey Lawrence, Provost and Executive Vice President, Kristin Haltinner, Vice Chair of Faculty Senate, Dean Kahler, Vice Provost for Strategic Enrolled Management. Attach. #5.
  (<u>Please see attachment #5 for the full content of the presentation.</u>)
  Chair Gauthier started the presentation with some background and context for the decision to be made, and a brief timeline of recent decisions/actions. Vice Chair Haltinner reviewed the authority structure in shared governance, and the different options that have been proposed. The Provost addressed important aspects to keep in mind when making admissions criteria decisions: Our mission of access and our responsibility to admit students who are ready for college; reliability of GPA vs. test scores; impact of changing admissions standards; SBOE direct admission policy. Dean Kahler proceeded to present data on possible enrollment implications. Vice Chair Haltinner shared data on retention rates in relation to high school GPA. She concluded with an overview of the different options for senate to consider.
  <u>Discussion:</u>
  Senator Steve Shook expressed serious concerns about the projected implications for enrollment shown in the presentation. It is impossible to make this projection, because the students admitted post-COVID did not have to submit a test score, and we assume they had no

scores to submit. Chair Gauthier recognized that this is a problem with the data we have. Steve Shook also argued that Proposals #1 and #2 in Attachment #5 are not very different. UCC looked at the data and noticed that 96% of the students at the 2.6 GPA level had SAT score of 800. What data drives the choice of a 2.8 GPA vs. 3.0? Chair Gauthier pointed to the analyses from SEM. Steve Shook replied that UCC came up with different conclusions.

A senator argued that there is no point in the proposal to extend the emergency action for one more year. Nothing major will have changed in one year. Vice Chair Haltinner said that option is kind of a back-up plan, in case we cannot find common ground.

A senator brought up the issue of student success. The senate rep for her college conducted a survey about which set of requirements would be best. Most of the college agreed with reverting back to the original criteria prior to COVID, and expressed concern about what the GPA wasn't showing us about student aptitude. Her college is also seeing issues with engagement. The advising office reported many students on probation or disqualification in these last few years, the highest ever seen at her college. This senator does not see a test requirement as restricting access. Also, given that the GPA is not a consistent indicator because it differs across schools – there are non-accredited institutions, home-schooled students etc. – most of the constituents in her college agreed that reverting to the pre-COVID requirements would be best, if we want students to be successful. The senator also inquired about the Vandal Gateway program (VGP) with respect to student success and retention rates, because VGP is tied to the admission standards we are discussing. She also suggested looking at the question of admittance versus enrollment, and what we can do to make sure that admitted students enroll as well.

Vice Chair Haltinner pointed to the VGP update presented to senate on January 16, when the VGP team shared data for the past 1.5 years. The team were pleased with the improvement in academic standing from the first to the second year.

Back to the issue of potential impact on enrollment from reverting to the pre-COVID criteria, a senator asked how many of the 779 students who would have not been admitted by the 2019 criteria did not submit a test score. Vice Chair Haltinner provided the number, 720 students. Of those, 587 had GPA of 3.0 and above. In other words, most of them would be admissible to the University without any additional information.

A senator expressed concerns about procedural issues. A seconded motion from UCC is before senate, yet other proposals are being submitted and discussed. This senator is very reluctant to overrule the recommendation of a committee that has spent considerable time on this question and is entrusted with the responsibility for it. The senator is concerned that we are bypassing UCC in considering alternatives to what they have recommended to us. The UCC recommendation should be sent back to them. Chair Gauthier explained that there was never any intent to bypass UCC. FSL was under the impression the UCC was not willing to reconsider their recommendations. Hence, alternative options were developed.

Steve Shook announced his intent to propose a friendly amendment unanimously approved by UCC, to drop the test score requirement for students with GPA of 3.0 and up.

A senator said that he wouldn't be ready to vote without first discussing the financial impact of potentially admitting fewer students. Steve responded that the number of students who are admitted has no financial impact. It's those who are enrolled that have financial impact, and, once they're enrolled, those who are retained. They looked at retention rates from Institutional Research and observed that the retention rate decreases as GPA and SAT scores decline.

There was some additional discussion on the pros and cons of dropping the test score requirement. Those tests are still paid for, although no longer required by the state, so, financial barrier is not an issue. If we drop it, are we going back to a situation where we have less

information? Requiring test scores would be beneficial for us – moving forward, it would give us additional data if we analyzed the relationship between GPA and standardized test scores on retention in the future. Test scores can be important as an additional parameter when awarding scholarships.

There was a question about the role of the VGP in the UCC proposal. Steve Shook responded that VGP is not part of the general catalog. There is a link under admissions requirements that takes you to CLASS. It is not an official part of the general catalog because it's a pilot program. Therefore, UCC did not evaluate VGP as it relates to standards for admission. Provost Lawrence followed up with an additional aspect: the VGP admission criteria were approved through those emergency measures last year. So, we do need to address VGP criteria this semester, although not necessarily as a permanent measure. The third year of the pilot is next year, but admissions criteria must be decided a year and a half in advance.

A senator suggested that perhaps we should take a broader institutional approach to this decision – identify what's best for us as an institution, rather than react to what others are doing.

The senator who raised the issue of possible financial impact on faculty lines, jobs, etc. underlined the importance of having such information. Dean Kahler and Vice Chair Haltinner said they can put it together. Steve Shook reiterated that it's not possible to obtain a reliable estimate from the data.

The amendment to the UCC motion is seconded by Bob Rinker (seconded earlier by David Pimentel, who withdrew his action).
Vote: 13/21 yes; 8/21 no. Amendment passes.

Motion to table (Tibbals, Chapman). Vote: 19/20 yes; 1/20 no. Motion passes.

Adjournment:
The agenda not being completed, the Chair entertained a motion to adjourn. So moved (Justwan, Barannyk). The meeting was adjourned at 5:01pm.

Respectfully Submitted,

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

University *of* **Idaho**

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 3440 Compensation of Classified Employees**

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: Brandi Terwilliger, Director of Human Resources

Policy sponsor, if different from originator: Brian Foisy, VPFA

Reviewed by General Counsel: _X_ Yes __No   Name & Date: Kim Rytter, 12/27/23

Comprehensive review? X__Yes __No

1.   **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.
       With the establishment of a market-based compensation system, this revision is necessary to replace the previous language which was based on the previous pay grade system. The primary compensation principles remain intact.

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 3260

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.

_____

3440

COMPENSATION OF ~~CLASSIFIED~~ STAFF EMPLOYEES

~~PREAMBLE: This section outlines the policy and procedure by which the compensation of UI's classified employees is determined. In its original shape it appeared in the 1979 Handbook; it was rewritten in July 1994 and again in 2003. In 2004 section G was rewritten to create sections G & H, and H became I. In 2008 the policy was revised to remove reference to classified exempt no longer used at the university. Unless otherwise noted, the text is as of July 1996. Further information is available from Human Resources (208-885-3609). [ed. 7-97, 7-00, 7-03, 12-04, 7-08]~~
~~**Contact:** The Office of Human Resources, hr@uidaho.edu.~~

LAST REVISION: July 2021 (editorial)

CONTENTS:

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B. Authority for Establishing Compensation Policy for UI Classified Employees
C. Administration of UI Compensation Plan *[ed. 7-00]*
D. ~~In-Grade~~ Salary Increases
~~E. Annual Salary Increases~~
E~~F~~. Compensation for Night Work
F~~G~~. Additional Compensation for Classified Staff for Secondary Work Assignments *[add. 12-04, ren. 7-08]*
G.~~H.~~ Questions About Salary Equity *[ren. 7-08]*
H. Voluntary Salary Reductions

A. GENERAL POLICY.

A-1. The University of Idaho seeks to provide a high level of responsive service in meeting the needs of students, faculty and staff and the general public. To accomplish this mission, it is the policy of the University of Idaho to provide a total compensation system that attracts and retains employees. Recognizing and rewarding employees for performance in the achievement of service delivery goals and objectives through a market-based salary model is the~~a~~ foundation of this system. This policy addresses only the salary component of the university's total compensation system as it relates to staff employees; it does not address other components, such as health insurance and retirement plans.

A-2. Compensation practices should be consistent throughout the university, yet flexible to adapt to specific needs. To this end, employees are compensated according ~~from~~to a base pay salary structure~~schedule~~ ~~based on market~~ based on market salary data and weighted factors for 1) education beyond the minimum required for the position, 2) prior experience substantively similar to the position, 3) time in service, and 4) time in responsibility. Together with market salary data, these weighted factors produce a target salary. Actual salary may differ from target salary due to performance or budget constraints.

A-3. The University of Idaho seeks to pay competitive job market average salaries and intends that classified employees with ~~at least satisfactory~~ performance evaluations of "meets/exceeds requirements" should expect to advance according to the base pay salary structure. ~~within the salary range for the pay grade assigned to a classification.~~ *[rev. 7-03]*

~~**A-4.** Advancement within the salary range shall be based on performance criteria, as recorded in the performance evaluation and the ability to achieve the goals and objectives of the particular position~~Compensation, and other matters related to classified employees are the responsibility of the president or designee. Oversight of the University of Idaho staff personnel system is within the administrative area of the Division of Finance and Administration which reports to the financial vice president. *[rev. 7-03]*

B. AUTHORITY FOR ESTABLISHING COMPENSATION POLICY FOR UNIVERSITY OF IDAHO ~~CLASSIFIED~~ STAFF **EMPLOYEES.** Salary and wage increases for University of Idaho classified employees are made in conformity with state legislation. An annual plan is established by the president in accordance with guidelines issued by the Board of Regents. RGP V.B.1. Initial appointments, promotions, classifications and pay ~~grades~~, and other matters related to classified employees, are the responsibility of the president or designee. Oversight of the University of Idaho staff personnel system is within the administrative area of the Division of Finance and Administration which reports to the ~~financial~~ V~~v~~ice P~~p~~resident for Finance and Administration. *[rev. 7-03]*

C. ADMINISTRATION OF THE **UNIVERSITY OF IDAHO COMPENSATION PLAN.** The ~~assistant vice president~~senior ~~for h~~Human ~~r~~Re~~e~~sources (HR) executive is responsible for maintaining the compensation plan for UI classified employees in conformity with Board of Regents' policy. ~~No classified employee is to be paid at a rate that is not within the salary range for the class, except as noted in C-5 below. The current salary schedule is available from the office of Human Resources website.~~ ~~www.uidaho.edu/humanresources.aspx .~~For inform~~r~~ation on the base pay salary structure, see the HR website. ~~at www.uidaho.edu/humanresources.aspx~~ *[rev. 7-02, 7-03, 12-04, ed. 7-08, 6-09]*

~~C-1. The classification and pay grade of classified positions are established by Employment Services in consultation with the department administrator and with approval of the dean, director, or vice president. [rev. 7-02, 7-03]~~

~~C-2. The entrance salary for new appointees in any class is ordinarily set between minimum rate and market for that class. In unusual circumstances and when supported by acceptable reasons, appointment at a higher rate may be authorized by the director of employment services and the dean or director. All new appointments are made within the salary range. [rev. 7-02, 7-03]~~

~~C-3. When an employee is reinstated in a previously held position or transferred to another position in the same classification, he or she is generally paid at the same salary. Salary adjustments may be agreed upon by the employee, the department administrator, and the director of employment services. [rev. 7-02, 7-03]~~

~~C-4. The pay grade of a classified position may be changed by any of the following actions:~~

~~a. "Reallocation." A change of an entire class of positions from the current pay grade in the compensation schedule to another pay grade of either higher or lower entrance salary.~~

~~b. "Reclassification." A change of a single position from the current class to another class to properly reflect the duties and responsibilities assigned to that position.~~

~~c. "Refactoring." A change in the number of Hay Points assigned to a class or position.~~

~~C-5. When a particular class or position is reallocated or reclassified to a lower pay grade, the salaries of incumbent employees who are being paid at a rate higher than the maximum provided in the new grade will not be reduced as a result of the reallocation or reclassification. However, the salaries of such employees will generally be held constant and not be increased thereafter so long as they exceed that maximum rate. At the discretion of the dean or director and in consultation with the assistant vice president for human resources, exemplary performance by such employees may be recognized through a bonus adjustment to salary, effective for one fiscal year only. An employee whose position has been reallocated or reclassified is not required to complete a new six-month probationary period. [rev. 7-02]~~

~~C-6. When a particular class or position is reallocated to a higher pay grade, the employee will receive a salary equivalent to or higher than his or her current hourly rate. An employee whose position has been reallocated is not required to complete a new six-month probationary period.~~

~~C-7. When the position of an employee is reclassified to a higher pay grade, the employee will be assigned a salary in the range of the higher grade that provides a salary increase of not less than five percent. Salary increases must have dean or vice president level approval. The reclassified employee is not required to complete a new six-month probationary period. The employee's department is responsible for providing the funding necessary for the required salary increase. [ed. 7-02, rev. 7-03, 12-04]~~

C-8. When an employee applies and is selected for a position in a higher pay grade, he or she may negotiate the starting pay within the pay grade for the new position [see C-2 above]. Each promoted employee must successfully complete a six-month probationary period in his or her new position unless the employee was previously certified in that class. (For the effect of demotion on salary see 3360 C-4; for the effect on salary of a recommendation for a merit increase in the previously held position, see B-3.) *[rev. 7-03, rev. 12-04]*

D. IN-GRADE SALARY INCREASES.

D-1. In grade advancement is not a vested right. While employees should expect to advance within their assigned pay range based upon acceptable performance, advancement is within the discretion of the university. Such advancements are considered as a part of the overall UI budget-setting process and are effective at the beginning of the fiscal year. An employee may advance within the salary range only if certified as meeting the satisfactory service requirements on a written performance evaluation approved for the purpose by the president or the president's designee. Normally, an employee receives only one salary increase per year for satisfactory service. [See also 3380 E.]

D-2. Employees who are in probationary status may be recommended for merit increases at the discretion of the department administrator and with the approval of the dean or director; however, merit increases which have been authorized for employees in probationary status are not effective or awarded until the probationary period has been satisfactorily completed. *[ed. 7-02]*

DE. SALARY INCREASES. While employees should expect to advance in salary based upon satisfactory performance and increases in the target salary, advancement is within the discretion of the university. Such advancements are considered as part of the overall UI budget-setting process and are effective at the beginning of the fiscal year. An employee may advance within the salary range only if they meet the satisfactory requirements on a documented performance evaluation on file in HR. Normally, an employee receives only one salary increase per year for satisfactory performance.

Changes in employee compensation are considered annually by the legislature. Salary adjustments reflecting some or all of the following factors may be approved and implemented in accordance with guidelines for UI classified salary adjustments issued annually by the president:

ED-1. Changes in the cost of living.;

ED-2. Fluctuations in the market cost of different types of labor, which are reflected in payline adjustments to position market rates and employee target salaries.;reallocating some classifications to different pay grades;

DE-3. Equity.

D-4. Merit increases based on individual employee performance as documented by written performance evaluation on file in HR.
D-4.a. Classified employees who are in their hiring probationary status may be recommended for merit increases at the discretion of the unit administrator with the approval of the dean or director.

FE. COMPENSATION FOR NIGHT WORK. A full-time classified employee whose work schedule requires at least 50 % percent of the scheduled his or her working hours during a given pay period to be performed between the hours of 7 p.m. and 4 a.m. is paid an additional shift differential of 5 percent % of the employee's hourly rate. The department administrator or designee submits an Electronic "Personnel Action Form" to effect the additional payment. *[ed. 7-02, 7-03]*

FG. ADDITIONAL PAY FOR CLASSIFIED STAFF FOR SECONDARY WORK ASSIGNMENTS.

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F~~G .~~.1. Classified staff additional appointments. ~~A member of the c~~Classified staff must be paid overtime for any work that results in the employee working over 40 hours per week, including a secondary work assignment that is not within ~~his/her~~the current job description and is outside the scope of the ~~his/her~~ primary appointment and classification. The secondary work assignment must be performed on a temporary basis beyond the regularly scheduled work week, and be limited in scope (for example, if a senior programmer teaches a special course on a one-time basis; or if an administrative support staff provides assistance one weekend with a special research project in another unit or college). Per federal law, ~~the~~ classified employees must be paid at least 1.5 times their~~his or her~~ regular hourly rate for each hour that is worked over 40 hours per week. The secondary hiring authority may not offer compensatory time in lieu of cash payment of overtime. The secondary hiring authority is responsible for tracking the hours the employee has worked and coordinating with the primary hiring authority for processing the employee's pay via a timesheet. ~~in PHAHOUR. If the employee's wage for the secondary work assignment is set at more than time and a half, the employee should be paid via a Temporary Help   PERSI eligible (IP) appointment. If the employee is less than full-time, call Employment Services at 208-885-3638885-3728 for additional information.~~ ~~[add. 12-04, ren. & ed. 7-08]~~

F~~G~~-2. ~~─~~Exempt staff. The president or designee can authorize payments in addition to regular salary and these must be reported to the regents in a semi-annual report. See RGP II.C.4., RGP II.F.2., RGP II.G.2. Deans and other administrative officers are responsible for ensuring that required approvals have been granted for employees receiving additional compensation for service that is not part of the employee's position description. See the HR website for additional compensation procedures.

F~~G~~-3. Staff t~~T~~emporarily working at a higher market rate. ~~─~~Supervisors may request a temporary salary increase in pay for classified staff, or additional compensation for exempt staff temporarily performing duties at a higher level than their current permanent position. See the HR website for pay at a higher market rate procedures.

H~~G~~. QUESTIONS ABOUT SALARY EQUITY. An employee who believes that their~~his or her~~ compensation is not equitable ~~first~~ should first consult with ~~his or her~~their supervisor, and then with the unit~~department~~ administrator ~~and/~~or the senior HR Executive or both.~~director of employment services.~~ In certain situations, the employee also has recourse to ~~the~~ ~~Director of~~ the Office of Civil Rights and Investigations~~Human Rights, Access and Inclusion,~~ or ~~the Ombuds' office or to the~~ grievance procedure for staff employees. [See 3210 A and 3860 A.] ~~[ed. 7-02, 12-04, 7-08, 6-09, rev. 7-03, ren. 7-08]~~

H~~I~~. VOLUNTARY SALARY REDUCTIONS. Individual requests to reduce one's salary or to reject an increased salary adjustment are discouraged. Should employees make such a request, they must provide a clearly stated reason and the reduction must be approved by the president.

Version History

Amended XXXX . Extensively revised to align with current practices.

Amended July 2021. Editorial changes.

Amended July 2009. Editorial changes to C and H.

Amended July 2008. The policy was revised to remove reference to classified exempt no longer used at the university.

Amended January 2005. Section G was rewritten to create sections G & H, and H became section I.

Amended July 2003. Revised A-3, A-4, B, C, C-1, C-2, C-3, C-7, C-8, and H. Editorial changes to F.

Amended July 2002. Revised C, C-1, C-2, C-3, and C-5. Editorial changes to C-7, D-2, F and H.

Amended July 1994.

Adopted 1979.

![University of Idaho logo]

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Faculty Staff Handbook (FSH)
☐ Addition X Revision* ☐ Deletion* ☐ Interim ☐ Minor Amendment
Policy Number & Title: **FSH 3420 FACULTY SALARIES**

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: Torrey Lawrence, Provost

Reviewed by General Counsel: _x_Yes __No   Name & Date: Karl Klein, 3/29/24

Comprehensive review? _x_Yes __No

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

     Section E added detailing period of obligation and payroll schedule to align with deferred pay scheme.

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

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

     This is part of a group of policy revisions being proposed to align with the new deferred pay scheme for faculty. The other policies are FSH 3120 Faculty Obligations during Period of Appointment and FSH 4620 Academic Calendars.

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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3420

FACULTY SALARIES

LAST REVISION: July 2019

A. Purpose. This policy addresses how faculty salaries and performance increases are determined and the schedule for faculty compensation.

B. Scope. This policy applies to all faculty.

A**C**. **Market** ~~Compensation~~**compensation.** Salaries shall be determined with reference to nationally validated market salary rates pursuant to a model developed in consultation with the faculty and shall be communicated annually.

~~B~~**D**. **Performance** ~~Compensation~~**compensation.** If funds are available for performance increases, the following process shall be followed for determining compensation for performance:

~~B~~**D**-1. **Basis:** Performance increases shall be based on the performance of responsibilities in the faculty member's position description. Faculty members must meet expectations in all areas of responsibility; excellence in any category of responsibility can be the basis for a performance increase.

~~B~~**D**-2. **Recommendations:** The relative number of faculty within units in a college shall be considered in determining the number of recommendations for each unit if the number of such recommendations is limited.

~~B~~**D**-3. **Unit** a**A**dministrator's r**R**eport: The unit administrator shall write a report to the dean recommending faculty for performance increases.

    a. The report shall briefly state the reasons for each recommendation and prioritize the recommendations.
    b. The recommendations shall be closely related to and supported by annual performance evaluations.
    c. The unit administrator may recommend how funds should be distributed.

~~B~~**D**-4. **College** a**A**dministrative c**C**onsultation: The dean shall confer with the unit administrators and other relevant faculty administrators regarding how to best allocate performance increases within the college to advance the strategic objectives of the units, college and university.

~~B~~**D**-5. **College** r**R**ecommendation: Based on the unit administrators' reports and the college administrative consultation, the dean shall recommend performance increases to the provost.

~~B~~**D**-6. **Future** p**P**erformance: Unit administrators and deans shall meet with any faculty member who wants to discuss their salary to encourage conversation about future performance.

E. Schedule of obligation and compensation. Faculty shall be paid in biweekly increments according to the University's payroll calendar.

    E-1. Academic year appointees

        a. Academic year period of obligation and compensation. The period of obligation for academic year appointees is 39 weeks; however, payroll is distributed evenly over 20 pay periods.
        b. Summer period of obligation and compensation. The period of obligation and summer salary for academic year appointees shall be negotiated annually according to the needs of the University. The period of obligation and summer salary for academic year appointees shall be negotiated annually

according to the needs of the University, up to the maximum of 13 summer weeks (for years containing 26 pay periods) or 14 summer weeks (for rare years containing a 27th pay period).

E-2. Fiscal year appointees. The period of obligation for fiscal year appointees is 52 weeks and payroll is distributed evenly over 26 pay periods.

E-3. Adjustments to payroll schedule. Payroll schedules may be adjusted in years when the academic calendar does not align with a schedule of 26 pay periods (e.g., rare years containing a 27th pay period).

Version History

Amended July 2019. This section was completely rewritten to reflect current practices and ensure uniformity across all units.

Amended January 2009. Changes to this policy came about to simplify the forms, to include interdisciplinary activities, to tie AE to PD, and to connect to Strategic Action Plan goals.

Adopted 1979.

Universityof**Idaho**

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Faculty Staff Handbook (FSH)
☐ Addition X Revision* ☐ Deletion* ☐ Interim ☐ Minor Amendment
Policy Number & Title: **FSH 3120 FACULTY OBLIGATIONS DURING PERIOD OF APPOINTMENT**

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: Torrey Lawrence, Provost

Reviewed by General Counsel: x__Yes __No   Name & Date: Karl Klein, 3/29/24

Comprehensive review? __xYes __No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.
   Section D-2 revised to clarify work and pay schedule for academic year appointments. Sections D-4 expanded and revised to clarify summer session obligations of faculty with academic year appointments.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?
   AY faculty working on non-teaching duties during summer session are eligible to receive a contract for the outside-of-contract period if the work exceeds .125 FTE in a pay period. Additional responsibilities and assignments of a more permanent nature may be considered justification for adjustment of the employee's contracted salary or responsibilities during the academic year, rather than justification for supplemental compensation.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
   This is part of a group of policy revisions being proposed to align with the new deferred pay scheme for faculty. The other policies are FSH 3420 Faculty Salaries and FSH 4620 Academic Calendars.

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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3120

FACULTY OBLIGATIONS DURING PERIOD OF APPOINTMENT

LAST REVISION: 2020

CONTENTS:

A. PURPOSE. This policy sets forth the obligations of faculty during their periods of appointment.

B. SCOPE. This policy applies to all faculty at the University of Idaho.

CA. PERIODS OF APPOINTMENT. Professional academic personnel are regularly appointed for service either (1) during the academic year (in this context, the "academic year" encompasses the nine full months ending the day after the close of the spring semester) or (2) for the fiscal year beginning on July 1. Faculty salaries are detailed in FSH 3420.

DB. SERVICE OBLIGATION.

DB-1. Service and Faculty faculty Workloadsworkloads. Assignments of duties to academic personnel are made by college deans (FSH 1420 D) and departmental administrators (FSH 1420 E) in such a w-ay that the schedule of course offerings will permit each student to complete his or hertheir curriculum in the time prescribed in the catalog and so that the research and service functions of the college and department can be carried out. Full-time appointments assume full-time service, but faculty members may engage in outside consulting as provided in FSH 3260.

DB-2. Academic-Year year aAppointments (see FSH 3710 B-1.-c). Academic-year appointees are liable for duty assignments and are accountable for their service to UI throughout the nine-month period specified in A. This period normally begins before the official opening of the fall semester and before the date that is set by the appointee's dean for mandatory return to on-campus duty. These employees may, alternatively, be permitted to account for service during some mutually agreed different, but equivalent, period (i.e., to engage in research, prepare for classes, advise students, participate in new-student orientation, or perform similar academic functions). The work period for academic year appointments falls within 19.5 bi-weekly pay periods and faculty with this type of appointment will be compensated over 20 bi-weekly pay periods.

DB-3. Fiscal-Year year aAppointments (see FSH 3710 B-1.-b). Fiscal-year appointees are obligated to perform services for UI throughout the year. Taking eligibility for vacation leave into account, this amounts to approximately 11 months of service each year.

DB-4. Summer sSession Appointmentsobligations for faculty with academic-year appointments.

a. In general. Summer and other off-contract activities are not required for University of Idaho faculty. With or without additional compensation, agreeing to perform any duties outside of the normal academic calendar is entirely optional and at the discretion of each individual faculty. Faculty should consult with their associated advisory committees on efforts related to expectations under FSH 3500 but are not required to use off-contract time to meet those expectations. Regardless of whether a summer appointment exists, academic year faculty retain access to essential University services such as email, access to their respective offices, and, where applicable, access to research facilities, outside the normal academic calendar.

b. Changes in academic policy and procedure. Administrators should, if possible, avoid using the time outside of

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the contract term for academic-year faculty to engage in decision making processes that significantly affect faculty and in which academic-year faculty would normally participate if the processes occurred during the academic year. Administrators should use forethought and sensitivity in asking faculty to devote any time outside of their contract terms for institutional outreach and service, whether compensated or not. They should be especially mindful of actual or perceived imbalances of power between them and faculty members arising from the latter's degree of job security, time at the University, tenure or non-tenure status, or belonging to any group protected by the University's anti-discrimination policies.

ca. Summer session teaching obligations for academic-year appointments

1.
Summer session teaching appointments. Full-time summer appointments generally call for a basic teaching load of six or seven credits during eight weeks of service. These summer appointments are entirely optional and do not count toward promotion and tenure considerations. If the basic teaching load is less than six credits or requires less than eight weeks of service, the summer salary may be prorated accordingly. In addition to the basic teaching load of six or seven credits, faculty load may be increased by the assignment of students registered for research and thesis, directed study, etc. Furthermore, faculty members on summer appointment are expected to perform other routine duties, such as student advising and committee work.

2.
-**Selection of summer session teaching faculty.** The selection of faculty members to teach during summer session is based on program needs. In some cases it may be desirable to appoint visiting temporary faculty instead of resident faculty members.

3. -Timeline for summer session teaching appointments. Summer appointments are made as soon as practicable following final development of the summer program. This generally means that a faculty member may be approached by the departmental administrator or dean as early as the preceding September to ascertain his or herthe faculty member's interest in teaching during the following summer session. The plan for the summer program is generally completed by February 1, and recommendations for summer appointments are normally submitted to the president in March or April.

df. Summer session non-teaching appointments for academic-year faculty
1. Faculty working on non-teaching duties such as unit, college, or university committee assignments, recruitment initiatives, outreach, extension, administration, sponsored projects, etc., are eligible to receive a contract for the outside-of-contract period if the work is above .125 FTE in a pay period.

2. Additional responsibilities and assignments of a more permanent nature may be considered justification for adjustment of the employee's contracted salary or responsibilities during the academic year, rather than justification for supplemental compensation.

Version History

Amended 2020. Moved 3240 Section A: Faculty Workloads, which was already cross-referenced with 3120 B, to that

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section, which also necessitated some renumbering within that section.

Amended January 2012. Editorial changes.

Amended July 2002. Section C was removed with approval of new language in 3480.

Amended July 2000. Editorial changes.

Adopted July 1979.

University of Idaho

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Faculty Staff Handbook (FSH)
☐ Addition X Revision* ☐ Deletion* ☐ Interim ☐ Minor Amendment
Policy Number & Title: **FSH 4620 ACADEMIC CALENDARS**

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: Torrey Lawrence, Provost

Reviewed by General Counsel: _X_Yes __No   Name & Date: Karl Klein 3/29/24

Comprehensive review? __x Yes __No

1.   **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.
        Calendar expanded to note important dates and deadlines; corresponding policy language
        updated.

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.
        This is part of a group of policy revisions being proposed to align with the new deferred pay
        scheme for faculty. The other policies are FSH 3420 Faculty Salaries and FSH 3120 Faculty
        Obligations during Period of Appointment.

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.

4620

ACADEMIC CALENDARS

LAST REVISION: January 2024

CONTENTS:

A. Academic Calendar
B. Planning Calendars

A. ACADEMIC CALENDAR. Each academic year includes two ~~16-week~~ semesters, a summer session between Spring and Fall Semesters, an intersession between Fall and Spring semesters, and short courses that fall within one of these standard sessions. The Fall semester ends shortly before Christmas; the Fall and Spring semesters together must include at least 160 instructional days, including the final-examination period. In each year there are 79 instructional days in the fall semester and 81 in the spring. Changes in the established pattern for the academic calendar require approval by the Faculty Senate and the university faculty.

B. PLANNING CALENDARS. For planning purposes, the pattern of the academic calendar ~~in effect for 2021-22~~ has been projected ~~through the year 2027-28~~ as shown ~~on the following page~~ in the link below. ~~In each year there are 79 instructional days in the fall semester and 81 in the spring.~~

PDF: Academic Calendars

Version History:

Amended January 2024. Revised to delay all dates for Fall 2025, Spring 2026, and Summer 2026 by one week.

Amended January 2019. Minor changes to fall term start dates for 2019 and 2026.

Amended January 2015. Updated and reformatted the calendar.

Amended July 2009. Changed Faculty Council to Faculty Senate.

Amended January 2009. Updated calendar.

Amended 2001. Added subsection D.

Amended February 1991. Modified subsection A, abolishing the requirement that regents approve all annual calendars.

Amended 1989. Updated summer scheduling.

Amended 1984. Updated summer scheduling.

Adopted 1979.

Academic YR Calendar – Summer Start	2024-2025	2025-26	2026-27	2027-28
	2024	2025	2026	2027
Summer session contract begins	Sun, May 12	Sun, May 11	Sun, May 17	Sun, May 16
Summer session classes begin	Mon, May 13	Mon, May 12	Mon, May 18	Mon, May 17
Memorial Day (closed)	Mon, May 27	Mon, May 26	Mon, May 25	Mon, May 31
Summer session classes end	Fri, Aug 2	Fri, Aug 1	Fri, Aug 7	Fri, Aug 6
Summer session grades due	Tue, Aug 6	Tue, Aug 5	Tues, Aug 11	Tues, Aug 10
Summer session contract ends	Sat, Aug 10	Sat, Aug 9	Sat, Aug 15	Sat, Aug 14
Juneteenth (closed)	Wed, June 19	Thurs, June 19	Fri, June 19	Fri, June 18
Fiscal YR contract begins	Sun, Jun 23	Sun, June 22	Sun, June 21	Sun, June 20
Independence Day (closed)	Thurs, July 4	Fri, July 4	Fri, July 3	Mon, July 5
Academic YR & fall semester contract begins	Sun, Aug 11	Sun, Aug 17	Sun, Aug 16	Sun, Aug 15
Payroll Date	Sun, Aug 4	Sun, Aug 3	Sun, Aug 9	Sun, Aug 8
Fall semester classes begin	Mon, Aug 19	Mon, Aug 25	Mon, Aug 24	Mon, Aug 23
Labor Day (closed)	Mon, Sept 2	Mon, Sept 1	Mon, Sept 7	Mon, Sept 6
Fall recess begins	Mon, Nov 25	Mon, Nov 24	Mon, Nov 23	Mon, Nov 22
Fall recess ends	Fri, Nov 29	Fri, Nov 28	Fri, Nov 27	Fri, Nov 26
Fall commencement	Sat, Dec 7	Sat, Dec 13	Sat, Dec 12	Sat, Dec 11
Fall finals begin	Mon, Dec 9	Mon, Dec 15	Mon, Dec 14	Mon, Dec 13
Fall finals end	Fri, Dec 13	Fri, Dec 19	Fri, Dec 18	Fri, Dec 17
Fall final grades due	Tue, Dec 17	Tue, Dec 23	Tue, Dec 22	Tue, Dec 21
Fall semester contract ends	Dec 14	Dec 20	Dec 19	Dec 18
Winter intersession begins	Sat, Dec 14	Sat, Dec 20	Sat, Dec 19	Sat, Dec 18
	2025	2026	2027	2028
Winter intersession ends	Tue, Jan 7	Tue, Jan 13	Tues, Jan 12	Tues, Jan 11
Spring semester contract begins	Mon, Jan 6	Mon, Jan 12	Mon, Jan 11	Mon, Jan 10
Spring semester classes begin	Wed, Jan 8	Wed, Jan 14	Wed, Jan 13	Wed, Jan 12
Martin Luther King Jr. Day (closed)	Mon, Jan 20	Mon, Jan 19	Mon, Jan 18	Mon, Jan 17
President's Day (closed)	Mon, Feb 17	Mon, Feb 16	Mon, Feb 15	Mon, Feb 21
Spring recess begins	Mon, Mar10	Mon, Mar 16	Mon, Mar 15	Mon, Mar 13
Spring recess ends	Fri, March 14	Fri, March 20	Fri, Mar 19	Fri, Mar 17
Spring finals begin	Mon, May 5	Mon, May 11	Mon, May 10	Mon, May 8
Spring finals end	Fri, May 9	Fri, May 15	Fri, May 14	Fri, May 12
Spring commencement	Sat, May 10	Sat, May 16	Sat, May 15	Sat, May 13
Academic YR & spring semester contract ends	Sat, May 10	Sat, May 23	Sat, May 22	Sat, May 20
Payroll Date /Pay Period #11 for 2024-25; Pay Period end #12	Sat, May 10	Sat, May 23	Sat, May 22	Sat, May 20
Spring final grades due	Tue, May 13	Tue, May 19	Tues, May 18	Tues, May 16
Fiscal YR contract ends	Sat, Jun 21	Sat, June 20	Sat, Jun 19	Jun 18

Academic YR Calendar – Summer Start	2028-29	2029-30	2030-31	2031-32
	2028	2029	2030	2031
Summer session contract begins	Sun, May 14	Sun, May 13	Sun, May 12	Sun, May 11
Summer session classes begin	Mon, May 15	Mon, May 14	Mon, May 13	Mon, May 12
Memorial Day (closed)	Mon, May 29	Mon, May 28	Mon, May 27	Mon, May 26
Summer session classes end	Fri, Aug 4	Fri, Aug 3	Fri, Aug 2	Fri, Aug 1
Summer session grades due	Tue, Aug 8	Tue, Aug 7	Tues, Aug 6	Tues, Aug 5
Summer session contract ends	Sat, Aug 10	Sat, Aug 9	Sat, Aug 15	Sat, Aug 14
Juneteenth (closed)	Mon, June 19	Tues, June 19	Wed, June 19	Thurs, June 19
Fiscal YR contract begins	Sun, Jun 23	Sun, Jun 22	Sun, Jun 21	Sun, Jun 20
Independence Day (closed)	Tues, July 4	Wed, July 4	Thurs, July 4	Fri, July 4
Academic YR & fall semester contract begins	Sun, Aug 13	Sun, Aug 12	Sun, Aug 11	Sun, Aug 17
Payroll Date / Pay Period begin #19	Sun, Aug 4	Sun, Aug 12	Sun, Aug 11	Sun, Aug 10
Fall semester classes begin	Mon, Aug 21	Mon, Aug 20	Mon, Aug 19	Mon, Aug 25
Labor Day (closed)	Mon, Sept 4	Mon, Sept 3	Mon, Sept 2	Mon, Sept 1
Fall recess begins (closed)	Mon, Nov 20	Mon, Nov 19	Mon, Nov 25	Mon, Nov 24
Fall recess ends	Fri, Nov 24	Fri, Nov 23	Fri, Nov 29	Fri, Nov 28
Fall commencement	Sat, Dec 9	Sat, Dec 8	Sat, Dec 7	Sat, Dec 13
Fall finals begin	Mon, Dec 11	Mon, Dec 10	Mon, Dec 9	Mon, Dec 15
Fall finals end	Fri, Dec 15	Fri, Dec 14	Fri, Dec 13	Fri, Dec 19
Fall final grades due	Tue, Dec 19	Tue, Dec 18	Tue, Dec 17	Tue, Dec 23
Fall semester contract ends	Fri, Dec 16	Fri, Dec 15	Fri, Dec 14	Fri, Dec 20
Winter intersession begins	Sat, Dec 16	Sat, Dec 15	Sat, Dec 14	Sat, Dec 20
	2029	2030	2031	2032
Winter intersession ends	Tue, Jan 9	Tue, Jan 8	Tues, Jan 7	Tues, Jan 13
Spring semester contract begins	Mon, Jan 7	Sun, Jan 6	Sun, Jan 5	Sun, Jan 11
Spring semester classes begin	Wed, Jan 10	Wed, Jan 9	Wed, Jan 8	Wed, Jan 14
Martin Luther King Jr. Day	Mon, Jan 15	Mon, Jan 21	Mon, Jan 20	Mon, Jan 19
President's Day	Mon, Feb 19	Mon, Feb 18	Mon, Feb 17	Mon, Feb 16
Spring recess begins	Mon, Mar 12	Mon, Mar 11	Mon, Mar 10	Mon, Mar 15
Spring recess ends	Fri, March 16	Fri, March 15	Fri, Mar 14	Fri, Mar 19
Spring finals begin	Mon, May 7	Mon, May 6	Mon, May 5	Mon, May 10
Spring finals end	Fri, May 11	Fri, May 10	Fri, May 9	Fri, May 14
Spring commencement	Sat, May 12	Sat, May 11	Sat, May 10	Sat, May 15
Academic YR & spring semester contract ends	Sat, May 12	Sat, May 11	Sat, May 10	Sat, May 15
Payroll Date / Pay Period end #12	Sat, May 19	Sat, May 18	Sat, May 17	Sat, May 15
Spring final grades due	Tue, May 15	Tue, May 14	Tues, May 13	Tues, May 18
Fiscal YR contract ends	Sat, Jun 21	Sat, June 20	Sat, Jun 19	Sat, Jun 24

536: BIOINFORMATICS (BS)

In Workflow

1. 006 Chair (tmiura@uidaho.edu)
2. 19 Curriculum Committee Chair (markn@uidaho.edu)
3. 19 Dean (gingercarney@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
12. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
13. Theodore Unzicker (tunzicker@uidaho.edu)

Approval Path

1. Tue, 26 Sep 2023 15:26:51 GMT
   Tanya Miura (tmiura): Rollback to Initiator
2. Tue, 26 Sep 2023 16:39:42 GMT
   Tanya Miura (tmiura): Approved for 006 Chair
3. Mon, 09 Oct 2023 22:09:02 GMT
   Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
4. Wed, 11 Oct 2023 00:02:09 GMT
   Ginger Carney (gingercarney): Approved for 19 Dean
5. Thu, 26 Oct 2023 00:06:49 GMT
   Gwen Gorzelsky (gwen): Rollback to 006 Chair for Provost's Office
6. Wed, 15 Nov 2023 00:06:11 GMT
   Tanya Miura (tmiura): Approved for 006 Chair
7. Tue, 21 Nov 2023 07:42:14 GMT
   Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
8. Tue, 21 Nov 2023 16:00:26 GMT
   Ginger Carney (gingercarney): Approved for 19 Dean
9. Wed, 22 Nov 2023 19:56:23 GMT
   Gwen Gorzelsky (gwen): Approved for Provost's Office
10. Wed, 07 Feb 2024 19:17:26 GMT
    Rebecca Frost (rfrost): Approved for Degree Audit Review
11. Wed, 21 Feb 2024 22:02:06 GMT
    Theodore Unzicker (tunzicker): Approved for Registrar's Office
12. Wed, 20 Mar 2024 15:21:42 GMT
    Sydney Beal (sbeal): Approved for Ready for UCC
13. Tue, 26 Mar 2024 17:49:39 GMT
    Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Tue, 26 Sep 2023 16:11:43 GMT

Viewing: 536 : Bioinformatics (BS)

Last edit: Wed, 21 Feb 2024 20:07:08 GMT

Changes proposed by: Gina Tingley

Faculty Contact

Faculty Name	Faculty Email
Tanya Miura	tmiura@uidaho.edu

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

No

Academic Level

Undergraduate

College

Science

Department/Unit:

Biological Sciences

Effective Catalog Year

2024-2025

Program Title

Bioinformatics (BS)

Degree Type

Major

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

Program Credits

120

Attach Program Change

Academic_Degree_and_Certificate_Full-Proposal_Form_UI_Bioinformatics_COS.doc
Budget-Proposal-Form_BS Bioinformatics_F23.xlsx

CIP Code

26.1103 - Bioinformatics.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Less than $250,000 per FY

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

Discribe the financial impact

This program will be taught using existing courses and faculty at the UI. No additional financial resources are expected.

Curriculum:

Code	Title	Hours
BIOL 101	Opportunities in Biological Sciences	1
BIOL 115	Cells and the Evolution of Life	3

BIOL 115L	Cells and the Evolution of Life Laboratory	1
BIOL 310	Genetics	3
BIOL 312	Molecular and Cellular Biology	3
BIOL 380	Biochemistry I	4
BIOL 400	Seminar	1
BIOL 444	Genomics	3
BIOL 421	Advanced Evolution	3
Select one of the following:		3
BIOL 482	Protein Structure and Function	
BIOL 487	Cellular and Molecular Basis of Disease	
BIOL 446	Phylogenetics	
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
CHEM 112	General Chemistry II	4
CHEM 112L	General Chemistry II Laboratory	1
CHEM 277	Organic Chemistry I	3
MATH 170	Calculus I	4
MATH 175	Calculus II	4
STAT 301	Probability and Statistics	3
MATH 176	Discrete Mathematics	3
CS 120	Computer Science I	4
CS 121	Computer Science II	3
CS 212	Practical Python	3
CS 415	Computational Biology: Sequence Analysis	3
Select one of the following:		3
CS 395	Analysis of Algorithms	
CS 360	Database Systems	
Capstone Experience		
Select one of the following:		2
BIOL 401	Undergraduate Research	
BIOL 407 & BIOL 408	Practicum in Biology Laboratory Teaching and Human Anatomy and Physiology Laboratory Pedagogy	
BIOL 411	Senior Capstone	
Written Communication		
Select one of the following:		3
ENGL 202	Technical Writing I	
ENGL 207	Persuasive Writing	
ENGL 208	Personal & Exploratory Writing	
ENGL 317	Technical Writing II	
ENGL 318	Science Writing	
ENGL 320	Grant and Proposal Writing	
Select at least 12 credits from the following, taken from either category:		12
Biology Electives		
BIOL 350	Microbiomes	
BIOL 419	Microbial Physiology	
BIOL 432	Immunology	
BIOL 433	Pathogenic Microbiology	
BIOL 446	Phylogenetics	
BIOL 447	Virology	
BIOL 454	Biochemistry II	
BIOL 461	Neurobiology	
BIOL 474	Developmental Biology	
BIOL 482	Protein Structure and Function	
BIOL 483	Mammalogy	
BIOL 485	Prokaryotic Molecular Biology	
BIOL 487	Cellular and Molecular Basis of Disease	
BIOL 489	Herpetology	

MATH 437	Mathematical Biology	
PHIL 450	Ethics in Science	
Computational Electives		
BE 404	Special Topics	
CS 472	Evolutionary Computation	
CS 475	Machine Learning	
CS 477	Python for Machine Learning	
CS 479	Data Science	
MATH 310	Ordinary Differential Equations	
MATH 330	Linear Algebra	
STAT 418	Multivariate Analysis	
STAT 431	Statistical Analysis	
Total Hours		**84**

Courses to total 120 credits for this degree

Degree Maps:

Fall Term 1		Hours
BIOL 101	Opportunities in Biological Sciences	1
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
MATH 170	Calculus I	4
ENGL 102	Writing and Rhetoric II	3
COMM 101	Fundamentals of Oral Communication	3
	Hours	**15**
Spring Term 1		
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
CHEM 112	General Chemistry II	4
CHEM 112L	General Chemistry II Laboratory	1
MATH 175	Calculus II	4
CS 120	Computer Science I	4
	Hours	**17**
Fall Term 2		
CHEM 277	Organic Chemistry I	3
CS 121	Computer Science II	3
BIOL 310	Genetics	3
MATH 176	Discrete Mathematics	3
Humanistic & Artistic Ways of Knowing Course		3
	Hours	**15**
Spring Term 2		
CS 212	Practical Python	3
BIOL 312	Molecular and Cellular Biology	3
BIOL 444	Genomics	3
Social & Behavioral Ways of Knowing Course		3
American Diversity Course		3
	Hours	**15**
Fall Term 3		
BIOL 380	Biochemistry I	4
STAT 301	Probability and Statistics	3

CS 395
    or CS 360
	Analysis of Algorithms
	    or Database Systems
		3

Written Communication Course		3
Social & Behavioral Ways of Knowing Course		3
	Hours	**16**
Spring Term 3		

BIOL 446
    or BIOL 482
    or BIOL 487
	Phylogenetics
	    or Protein Structure and Function
	    or Cellular and Molecular Basis of Disease
		3

CS 415	Computational Biology: Sequence Analysis	3
BIOL 421	Advanced Evolution	3
Humanistic & Artistic Ways of Knowing Course		3
International Course		3
	Hours	**15**
Fall Term 4		
Biology or Computational Course		3

Biology or Computational Course		3
Elective		3
Elective		3
Elective		3
Hours		**15**
Spring Term 4		
BIOL 400	Seminar	1

BIOL 401
  or BIOL 407
  or BIOL 408
  or BIOL 411
	Undergraduate Research
	  or Practicum in Biology Laboratory Teaching
	  or Human Anatomy and Physiology Laboratory Pedagogy
	  or Senior Capstone
		2

Biology or Computational Course		3
Biology or Computational Course		3
Elective		3
Hours		**12**
Total Hours		**120**

4-Year Plan for Students requiring ENGL 101 and MATH 143

Fall Term 1		**Hours**
COMM 101	Fundamentals of Oral Communication	3
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
MATH 144	Precalculus II: Trigonometry	1
BIOL 101	Opportunities in Biological Sciences	1
Humanistic & Artistic Ways of Knowing Course		3
Hours		**14**
Spring Term 1		
ENGL 102	Writing and Rhetoric II	3
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
MATH 170	Calculus I	4
CS 120	Computer Science I	4
Hours		**15**
Fall Term 2		
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
CHEM 112	General Chemistry II	4
CHEM 112L	General Chemistry II Laboratory	1
MATH 175	Calculus II	4
Social & Behavioral Ways of Knowing Course		3
Hours		**16**
Spring Term 2		
CS 121	Computer Science II	3
CHEM 277	Organic Chemistry I	3
MATH 176	Discrete Mathematics	3
Social & Behavioral Ways of Knowing Course		3
Humanistic & Artistic Ways of Knowing Course		3
Hours		**15**
Fall Term 3		
BIOL 310	Genetics	3
STAT 301	Probability and Statistics	3
BIOL 380	Biochemistry I	4
American Diversity Course		3
Written Communications Course		3
Hours		**16**
Spring Term 3		
CS 212	Practical Python	3
BIOL 312	Molecular and Cellular Biology	3
BIOL 444	Genomics	3
Biology or Computational Elective		3
Elective		2
Hours		**14**
Fall Term 4		

CS 395
  or CS 360
	Analysis of Algorithms
	  or Database Systems
		3

Biology or Computational Elective		3
Biology or Computational Elective		3
International Course		3

Elective		3
	Hours	**15**
Spring Term 4		
BIOL 446	Phylogenetics	3
or BIOL 482	or Protein Structure and Function	
or BIOL 487	or Cellular and Molecular Basis of Disease	
CS 415	Computational Biology: Sequence Analysis	3
BIOL 421	Advanced Evolution	3
BIOL 400	Seminar	1
BIOL 401	Undergraduate Research	2
or BIOL 407	or Practicum in Biology Laboratory Teaching	
or BIOL 408	or Human Anatomy and Physiology Laboratory Pedagogy	
or BIOL 411	or Senior Capstone	
Biology or Computational Elective		3
	Hours	**15**
	Total Hours	**120**

Distance Education Availability

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

Can 50% or more of the curricular requirements of this program be completed via distance education?
No

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

Geographical Area Availability

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

Student Learning Outcomes

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

Learn and integrate: Through independent learning and collaborative study, students will attain, use, and develop knowledge in biology, computer science, and related disciplines with specialization in bioinformatics, integrating information across these disciplines. Students will be able to analyze biological datasets to understand living systems.
Think and create: Students will be able to use multiple thinking strategies to examine issues in bioinformatics, including, in particular, the design and computational analysis of biological datasets. Students will be able to apply bioinformatics knowledge to real world challenges, such as those that may be encountered in applied areas, solving problems using creative avenues of expression.
Communicate: Students will be able to acquire and analyze bioinformatics information from the scientific literature. Students will be able to convey bioinformatics information via verbal, written, and other non-verbal methods such as appropriate statistical analyses and graphics.
Clarify purpose and perspective: The program will allow students to explore bioinformatics in the context of their career and life's purpose as well as to apply perspectives to novel issues or problems within bioinformatics or other disciplines to foster an understanding of diverse global perspectives.
Practice citizenship: Students will understand and accept their roles as educated bioinformaticians and scientists in society. Students will be able to communicate with others, including non-scientists, from the special perspective of an educated bioinformatician. Students will be able to apply their understanding of bioinformatics to collaboratively engage with a diverse world.

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

The Biological Sciences Assessment Committee will identify key courses at early, middle, and late stages of the curriculum that address each of the learning outcomes. The assessment committee will work with the instructors of these courses to identify appropriate assignments, exams, or projects that best align with the program learning outcome(s). Data from these courses on one learning outcome per year will be entered into Anthology for analysis by the department chair during annual program review. Additional program data will be evaluated, including enrollment, graduation, and retention data. Assessment data will be presented to the departmental faculty for discussion and suggestions for improvement, including curricular adjustments, and recruitment and retention activities. This discussion will be used to set goals to improve the program and generate plans to meet those goals. The annual report will be reviewed the college dean and provost's office and their feedback will be incorporated into the departmental plan. The following year, the department will assess progress towards these goals and determine whether the plan has improved the program or if further adjustments are needed.

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

During the annual assessment process, the goals and plan from the previous year will be evaluated to determine if changes improved the program or if further adjustments are needed.

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

The Biological Sciences Assessment Committee will identify key courses at early, middle, and late stages of the curriculum that address each of the learning outcomes. The assessment committee will work with the instructors of these courses to identify appropriate assignments, exams, or projects that best align with the program learning outcome(s). Direct measures will include student performance on these class activities, and enrollment, retention, and completion data. Indirect measures will include student responses in the senior survey and course evaluations.

When will assessment activities occur and at what frequency?

Assessment will occur annually, with the submission of the annual program review to the college at the end of October each year.

Student Learning Outcomes

Learning Objectives

Learn and integrate: Through independent learning and collaborative study, students will attain, use, and develop knowledge in biology, computer science, and related disciplines with specialization in bioinformatics, integrating information across these disciplines. Students will be able to analyze biological datasets to understand living systems.

Think and create: Students will be able to use multiple thinking strategies to examine issues in bioinformatics, including, in particular, the design and computational analysis of biological datasets. Students will be able to apply bioinformatics knowledge to real world challenges, such as those that may be encountered in applied areas, solving problems using creative avenues of expression.

Communicate: Students will be able to acquire and analyze bioinformatics information from the scientific literature. Students will be able to convey bioinformatics information via verbal, written, and other non-verbal methods such as appropriate statistical analyses and graphics.

Clarify purpose and perspective: The program will allow students to explore bioinformatics in the context of their career and life's purpose as well as to apply perspectives to novel issues or problems within bioinformatics or other disciplines to foster an understanding of diverse global perspectives.

Practice citizenship: Students will understand and accept their roles as educated bioinformaticians and scientists in society.   Students will be able to communicate with others, including non-scientists, from the special perspective of an educated bioinformatician. Students will be able to apply their understanding of bioinformatics to collaboratively engage with a diverse world.

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.

We are proposing to add a BS degree in Bioinformatics to complement existing degrees in Biological Sciences at U of I (Biology, Biochemistry, Microbiology, Medical Sciences). This addition will provide students the opportunity for coursework and training that is relevant to modern fields and careers in biology and medicine. The university has a wealth of world-class faculty with expertise in bioinformatics, especially in evolutionary and computational biology, that will contribute courses to the degree. U of I has excellent MS and PhD programs in Bioinformatics and Computational Biology (BCB), and is developing a non-thesis MS program in BCB. A BS degree in bioinformatics will prepare students well for these graduate programs and will serve as a foundation for a future 4 + 1 MS degree in BCB. The BCB graduate programs are housed in the College of Science, and the majority of faculty participants in BCB are faculty in the Department of Biological Sciences, thus we have unparalleled expertise to offer a rigorous bachelor's degree in bioinformatics. The curriculum consists of courses that are currently offered in Biological Sciences, Mathematics and Statistical Sciences, and Computer Science at U of I, thus will minimally affect current faculty workloads. The degree will be administered by the Department of Biological Sciences, which has adequate staff to support the degree program and additional students.

Supporting Documents

Program_Overview_National Scope.pdf
Program_Development_and_Review_Regional Data.pdf
536 Bioinformatics BS Program Description.pdf

Reviewer Comments

Tanya Miura (tmiura) (Tue, 26 Sep 2023 15:26:51 GMT): Rollback: update degree map

Linda Lundgren (lindalundgren) (Thu, 12 Oct 2023 23:34:56 GMT): 10/12/23: Uploaded program description.

Linda Lundgren (lindalundgren) (Tue, 17 Oct 2023 18:15:29 GMT): Per Tanya Miura change self-support answer to "no"

Linda Lundgren (lindalundgren) (Tue, 17 Oct 2023 18:41:22 GMT): Region II added to Full proposal Form (Moscow is Region II)

Gwen Gorzelsky (gwen) (Thu, 26 Oct 2023 00:04:08 GMT): Rolling back to request 3 changes: 1.) Replace U of I budget proposal form with SBOE full proposal budget form. 2.) Correct SBOE proposal form by unchecking the box for self-support. 3.) Verify that figures in response to SBOE Q#8 are conservative estimates or revise if needed.

Gwen Gorzelsky (gwen) (Thu, 26 Oct 2023 00:06:49 GMT): Rollback: Rolling back per email sent to Tanya M. @ ~5 PM Wed. 10.25.23 and comment in this form. 3 changes: 1.) Replace U of I budget proposal form with SBOE full proposal budget form. 2.) Correct SBOE

proposal form by unchecking the box for self-support. 3.) Verify that figures in response to SBOE Q#8 are conservative estimates or revise if needed.

Tanya Miura (tmiura) (Wed, 15 Nov 2023 00:06:07 GMT): Uploaded revised SBOE proposal and budget forms.

Rebecca Frost (rfrost) (Wed, 07 Feb 2024 19:17:12 GMT): Updated entry to catalog format. Added 4 year plan with an ENGL 101 and MATH 143 start. Department should review in case of offering information not included in catalog.

Sydney Beal (sbeal) (Wed, 21 Feb 2024 20:07:08 GMT): Removed BCB 420 and 421 from Computational Electives due to courses not appearing in CIM or the catalog

Key: 536

536 Bioinformatics BS Program Description:

This interdisciplinary program combines coursework in biology, mathematics and statistics, and computer science. Students will learn to develop and apply computation and high-performance computing to analyze and interpret complex biological data sets.

Bioinformatics (26.1103)

Lightcast

Contents

About Lightcast

Lightcast is a labor market analytics firm that is passionate about providing meaningful data for colleges and their students.

Our data is trusted by a breadth of users including researchers at colleges and universities, economic development organizations, and Fortune 500 companies.

Lightcast data offers a three-pronged approach to labor market information:

1. Our traditional LMI combines dozens of government sources from agencies like the Bureau of Economic Analysis, U.S. Census Bureau, and Bureau of Labor Statistics into one dataset that details industries, occupations, demographics, academic programs, and more.

2. Lightcast's job posting analytics give a real-time look into the needs of employers in today's labor market. Each month, millions of postings are scraped from employer sites and job boards, de-duplicated, and compiled into an actionable dataset.

3. Lightcast also leverages workforce profiles—an innovative database of more than 100 million resumés and professional profiles that are aggregated from the open web. These profiles unify information for workers— such as education, employment history, skills, and more—to reveal robust detail on what is happening in today's workforce.

Together, these data related to labor market demand, relevant skills, and the competitive landscape help colleges and universities make informed decisions about their program offerings.

Program Definition

Institution:

Code	Description
142285	University of Idaho

Program in Question:

Code	Description
26.1103	Bioinformatics

Lightcast

Competitive Landscape

Institution Sectors:

Description
Administrative Unit Only
Public, 4-year or above
Private not-for-profit, 4-year or above
Private for-profit, 4-year or above
Public, 2-year

Description
Private not-for-profit, 2-year
Private for-profit, 2-year
Public, less-than-2-year
Private not-for-profit, less-than-2-year
Private for-profit, less-than-2-year

Education Levels:

Description
Bachelor's Degree

Program Type:

Description
Distance Offered (Includes Hybrid & Mixed Modality Programs)

Description
Non-Distance Offered Programs

Region:

Code	Description
8	Colorado
16	Idaho
30	Montana
41	Oregon

Code	Description
49	Utah
53	Washington
56	Wyoming

Student Charges Type: Tuition & Fees

Student Charges Grad Status: Undergraduate

Student Charges Residency: In-State

Program Overview

44
Completions

	Completions (2021)	% Completions	Institutions (2021)	% Institutions
All Programs	44	100%	3	100%
Distance Offered Programs	0	0%	0	0%
Non-Distance Offered Programs	44	100%	3	100%

Completions by Institution

Institution	Bachelor's Degree Completions (2021)	Growth % YOY (2021)	Market Share (2021)	IPEDS Tuition & Fees (2021)	Completions Trend (2017-2021)
Brigham Young University	40	90.5%	90.9%	$6,120	
Pacific University	3	50.0%	6.8%	$50,070	
Dixie State University	1	Insf. Data	2.3%	$5,862	

Regional Trends
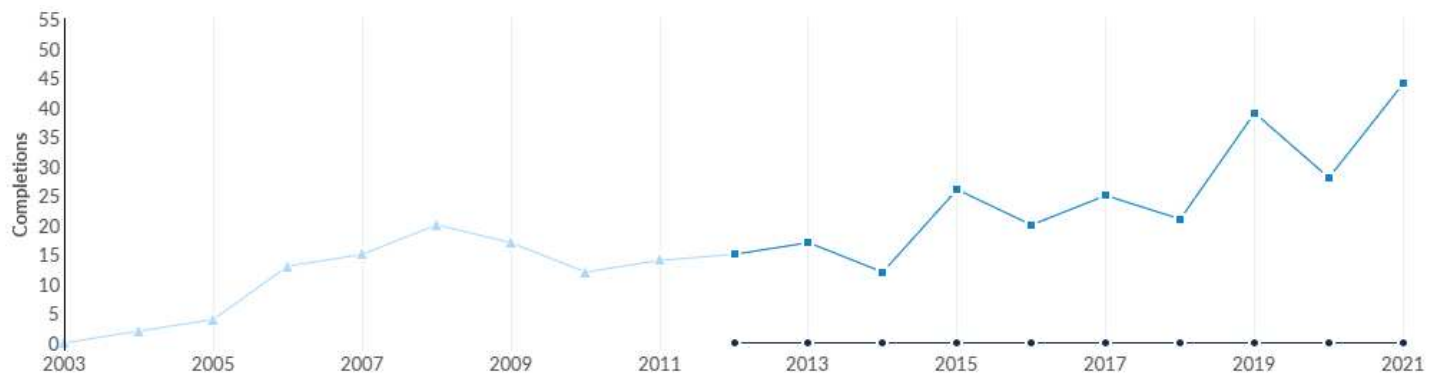
		2012 Completions	2021 Completions	% Change
●	Distance Offered Programs	0	0	0.0%
■	Non-Distance Offered Programs	15	44	+193.3%
▲	All Programs	15	44	+193.3%

Labor Market Demand

Labor Market Area Selection:

Code	Description
8	Colorado
16	Idaho
30	Montana
41	Oregon

Code	Description
49	Utah
53	Washington
56	Wyoming

Target Occupations:

Code	Description
11-9121	Natural Sciences Managers
19-1029	Biological Scientists, All Other
15-1221	Computer and Information Research Scientists
15-1252	Software Developers

Code	Description
15-1299	Computer Occupations, All Other
15-2041	Statisticians
19-4021	Biological Technicians
43-9111	Statistical Assistants

Degree Levels:

Description
Bachelor's degree

Completions Year (default): 2021

Jobs Year (default): 2022

Target Occupations

Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree

121,423	+17.8%	$59.58/hr $123.9K/yr	13,420
Jobs (2022)*	% Change (2022-2027)*	Median Earnings	Annual Openings*
37% above National average*	Nation: +16.7%*	Nation: $56.56/hr; $117.6K/yr	

Occupation	2022 Jobs*	Annual Openings*	Median Earnings	Growth (2022 - 2027)*
Software Developers	96,808	10,730	$64.68/hr	+19.32%
Computer Occupations, All Other	14,074	1,418	$45.56/hr	+12.52%
Biological Technicians	3,232	483	$22.75/hr	+6.75%
Natural Sciences Managers	2,300	237	$62.05/hr	+9.65%
Biological Scientists, All Other	2,241	233	$39.22/hr	+6.65%
Statisticians	1,474	172	$44.19/hr	+19.47%
Computer and Information Research Scientists	1,148	129	$65.86/hr	+18.47%
Statistical Assistants	145	19	$23.85/hr	+6.90%

Regional Trends
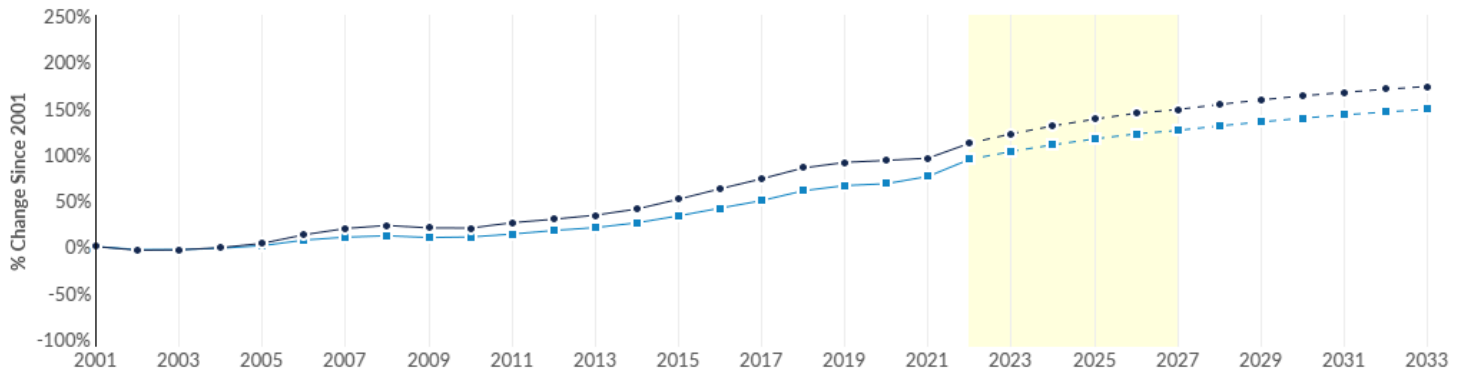
	Region	2022 Jobs	2027 Jobs	Change	% Change
●	Region	258,817	303,431	44,614	17.2%
■	Nation	2,403,699	2,790,640	386,941	16.1%

Occupation Gender Breakdown

	Gender	2022 Jobs	2022 Percent	
●	Males	196,856	76.1%	
●	Females	61,962	23.9%	

Occupation Age Breakdown

	Age	2022 Jobs	2022 Percent	
🟢	14-18	422	0.2%	▏
🟢	19-24	14,118	5.5%	▪
🔵	25-34	81,980	31.7%	▬▬
🔵	35-44	78,298	30.3%	▬▬
🔵	45-54	50,885	19.7%	▬
🔵	55-64	26,656	10.3%	▪
🔵	65+	6,459	2.5%	▏

Occupation Race/Ethnicity Breakdown

	Race/Ethnicity	2022 Jobs	2022 Percent	
🟢	White	158,418	61.2%	▬▬▬
🟢	Asian	72,094	27.9%	▬▬
🔵	Hispanic or Latino	14,008	5.4%	▪
🔵	Two or More Races	8,067	3.1%	▪
🔵	Black or African American	4,860	1.9%	▪
🔵	American Indian or Alaska Native	832	0.3%	▏
🔵	Native Hawaiian or Other Pacific Islander	538	0.2%	▏

Job Postings Summary

83,085	2 : 1	7,991	29 days
Unique Postings	**Posting Intensity**	**Employers Competing**	**Median Posting Duration**
196,962 Total Postings	Regional Average: 3 : 1	127,572 Total Employers	Regional Average: 30 days

There were **196,962** total job postings for your selection from September 2022 to August 2023, of which **83,085** were unique. These numbers give us a Posting Intensity of **2-to-1**, meaning that for every 2 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

Unique Postings Trend
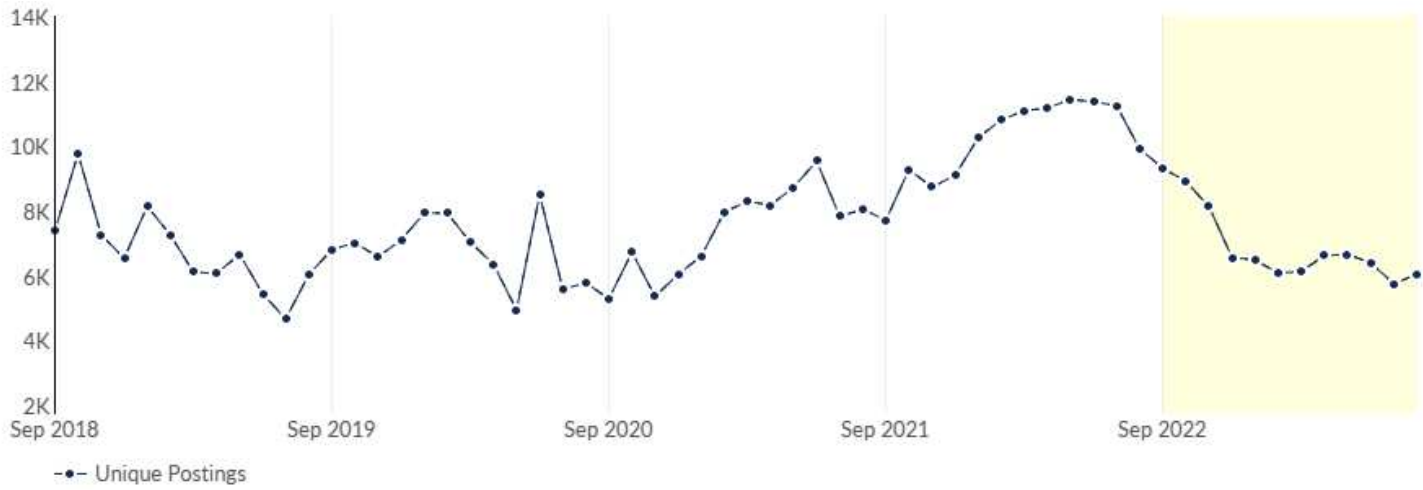
Month	Unique Postings	Posting Intensity
Aug 2023	6,034	2 : 1
Jul 2023	5,754	3 : 1
Jun 2023	6,399	3 : 1
May 2023	6,659	2 : 1
Apr 2023	6,619	2 : 1
Mar 2023	6,133	3 : 1
Feb 2023	6,076	2 : 1
Jan 2023	6,488	2 : 1
Dec 2022	6,560	2 : 1
Nov 2022	8,132	2 : 1
Oct 2022	8,911	2 : 1
Sep 2022	9,320	2 : 1

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Job Postings Regional Breakdown
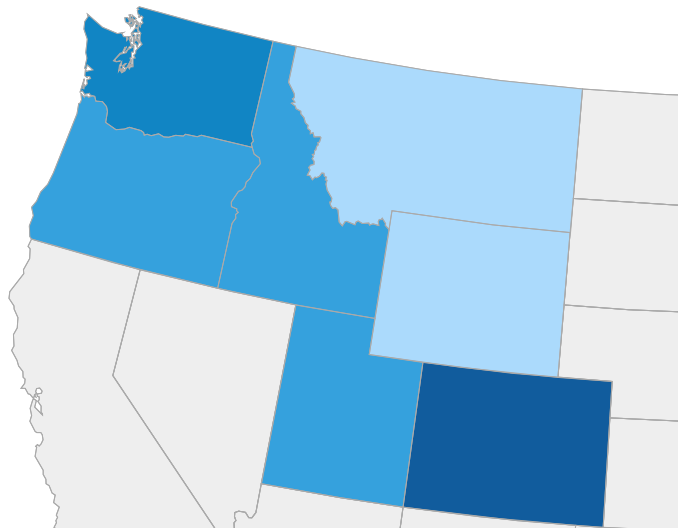
State	Unique Postings (Sep 2022 - Aug 2023)
Colorado	29,698
Washington	23,566
Oregon	11,095
Utah	8,849
Idaho	7,191

Top Companies Posting

Company	Total/Unique (Sep 2022 - Aug 2023)	Posting Intensity		Median Posting Duration
Boeing	9,205 / 3,113	3 : 1		18 days
Northrop Grumman	9,566 / 2,288	4 : 1		30 days
Amazon	5,508 / 1,987	3 : 1		35 days
Raytheon Technologies	6,387 / 1,792	4 : 1		31 days
Humana	2,947 / 1,206	2 : 1		41 days
Blue Origin	2,032 / 1,070	2 : 1		31 days
Guidehouse	1,084 / 896	1 : 1		31 days
Randstad	1,481 / 839	2 : 1		22 days
Spectrum	5,661 / 833	7 : 1		29 days
Lockheed Martin	2,836 / 802	4 : 1		31 days

Top Cities Posting

City	Total/Unique (Sep 2022 - Aug 2023)	Posting Intensity		Median Posting Duration
Seattle, WA	27,649 / 11,230	2 : 1		30 days
Denver, CO	21,234 / 8,619	2 : 1		27 days
Colorado Springs, CO	16,575 / 4,971	3 : 1		30 days
Boise, ID	14,725 / 4,151	4 : 1		30 days
Portland, OR	7,470 / 3,438	2 : 1		30 days
Englewood, CO	10,279 / 2,777	4 : 1		32 days
Salt Lake City, UT	5,915 / 2,676	2 : 1		29 days
Salem, OR	3,567 / 2,419	1 : 1		29 days
Redmond, WA	6,546 / 2,357	3 : 1		29 days
Aurora, CO	6,471 / 2,275	3 : 1		28 days

Top Posted Occupations

Occupation (SOC)	Total/Unique (Sep 2022 - Aug 2023)	Posting Intensity	Median Posting Duration
Software Developers	109,170 / 46,621	2 : 1	29 days
Computer Occupations, All Other	73,355 / 30,752	2 : 1	29 days
Natural Sciences Managers	7,253 / 2,801	3 : 1	30 days
Biological Technicians	2,727 / 940	3 : 1	31 days
Biological Scientists, All Other	2,528 / 936	3 : 1	30 days
Statisticians	1,039 / 587	2 : 1	28 days
Computer and Information Research Scientists	844 / 429	2 : 1	28 days
Statistical Assistants	46 / 19	2 : 1	18 days

Top Posted Job Titles

Job Title	Total/Unique (Sep 2022 - Aug 2023)	Posting Intensity	Median Posting Duration
Software Engineers	13,515 / 5,694	2 : 1	29 days
Systems Engineers	8,275 / 2,558	3 : 1	30 days
Principal Software Engineers	4,905 / 1,577	3 : 1	31 days
Software Development Engineers	4,396 / 1,418	3 : 1	33 days
Software Developers	2,556 / 1,154	2 : 1	30 days
Principal Systems Engineers	3,869 / 1,115	3 : 1	31 days
DevOps Engineers	1,737 / 943	2 : 1	27 days
Scrum Masters	1,330 / 688	2 : 1	26 days
Embedded Software Engineers	1,538 / 658	2 : 1	29 days
Solutions Architects	1,039 / 635	2 : 1	31 days

Rank as a Talent Provider

Lightcast's workforce profile data shows University of Idaho has 1,667 alumni working regionally in the occupations *Natural Sciences Managers*, *Biological Scientists, All Other*, *Computer and Information Research Scientists*, *Software Developers*, *Computer Occupations, All Other*, *Statisticians*, *Biological Technicians*, and *Statistical Assistants*. These 1,667 alumni represent 0.44% of regional profiles working in these occupations, which ranks your institution 42nd among regional talent providers.

| 1,667	0.44%	42
Your Alumni in Region Working in Target Occupations	**Percent of Regional Profiles** Working in Target Occupations	**Your Rank as a** Regional Talent Provider

Top Talent Providers

The top regional institutions supplying the labor market with workers employed in the target occupations listed above, based on Lightcast's workforce profile data.

| School	Profiles	Percent
University of Washington-Seattle Campus	19,343	5.12%
University of Colorado Boulder	8,469	2.24%
Brigham Young University	7,268	1.92%
University of Utah	6,621	1.75%
Colorado State University-Fort Collins	6,012	1.59%
Oregon State University	5,312	1.41%
Portland State University	4,511	1.19%
Washington State University	4,071	1.08%
Utah State University	3,382	0.89%
University of Colorado Denver/Anschutz Medical Campus	3,270	0.87%

Relevant Skills

Top Specialized Skills

● Frequency in Job Postings   ● Frequency in Profiles
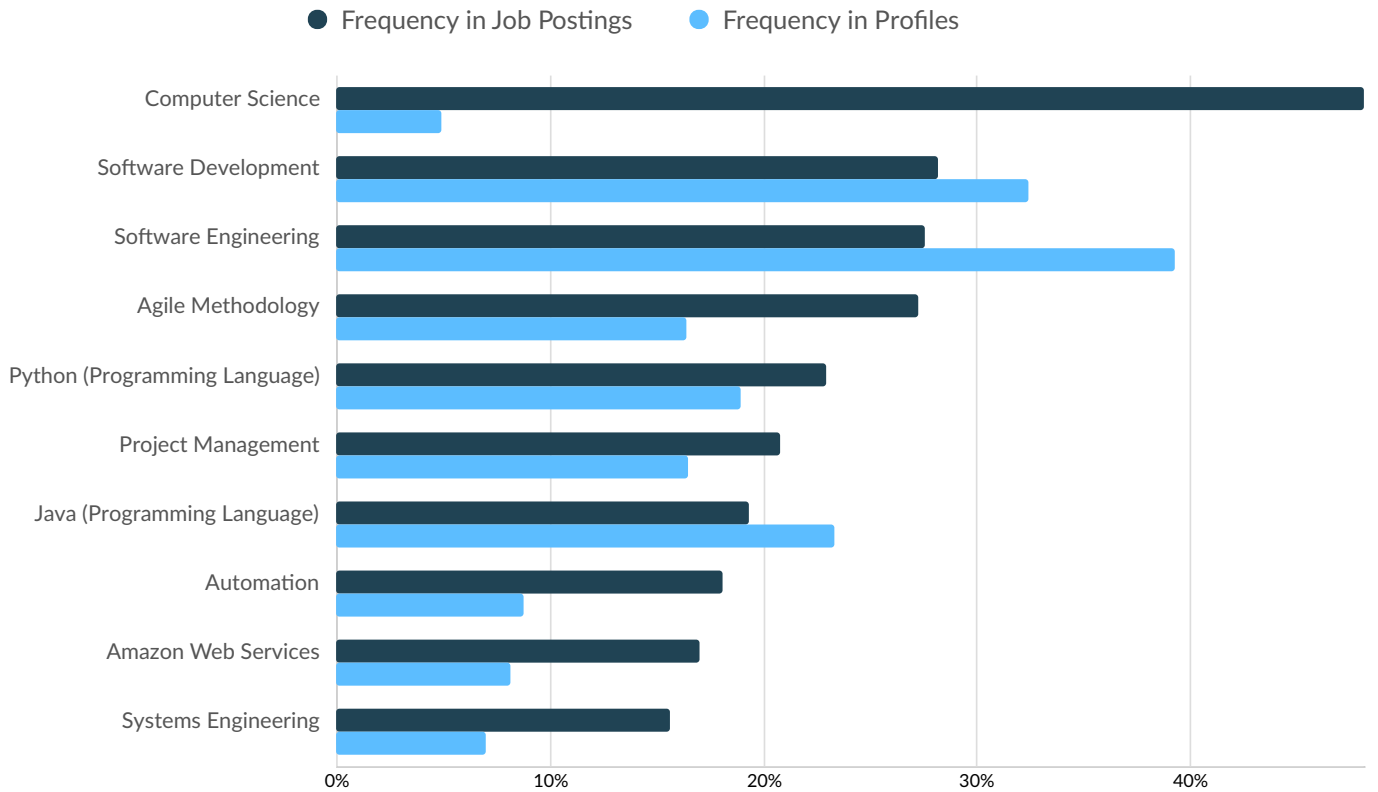
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Computer Science	40,018	48%	17,333	5%
Software Development	23,455	28%	114,683	32%
Software Engineering	22,937	28%	138,792	39%
Agile Methodology	22,665	27%	57,957	16%
Python (Programming Language)	19,052	23%	67,038	19%
Project Management	17,274	21%	58,264	16%
Java (Programming Language)	16,082	19%	82,462	23%
Automation	15,019	18%	31,051	9%
Amazon Web Services	14,129	17%	28,769	8%
Systems Engineering	13,000	16%	24,804	7%

Top Common Skills

● Frequency in Job Postings   ● Frequency in Profiles
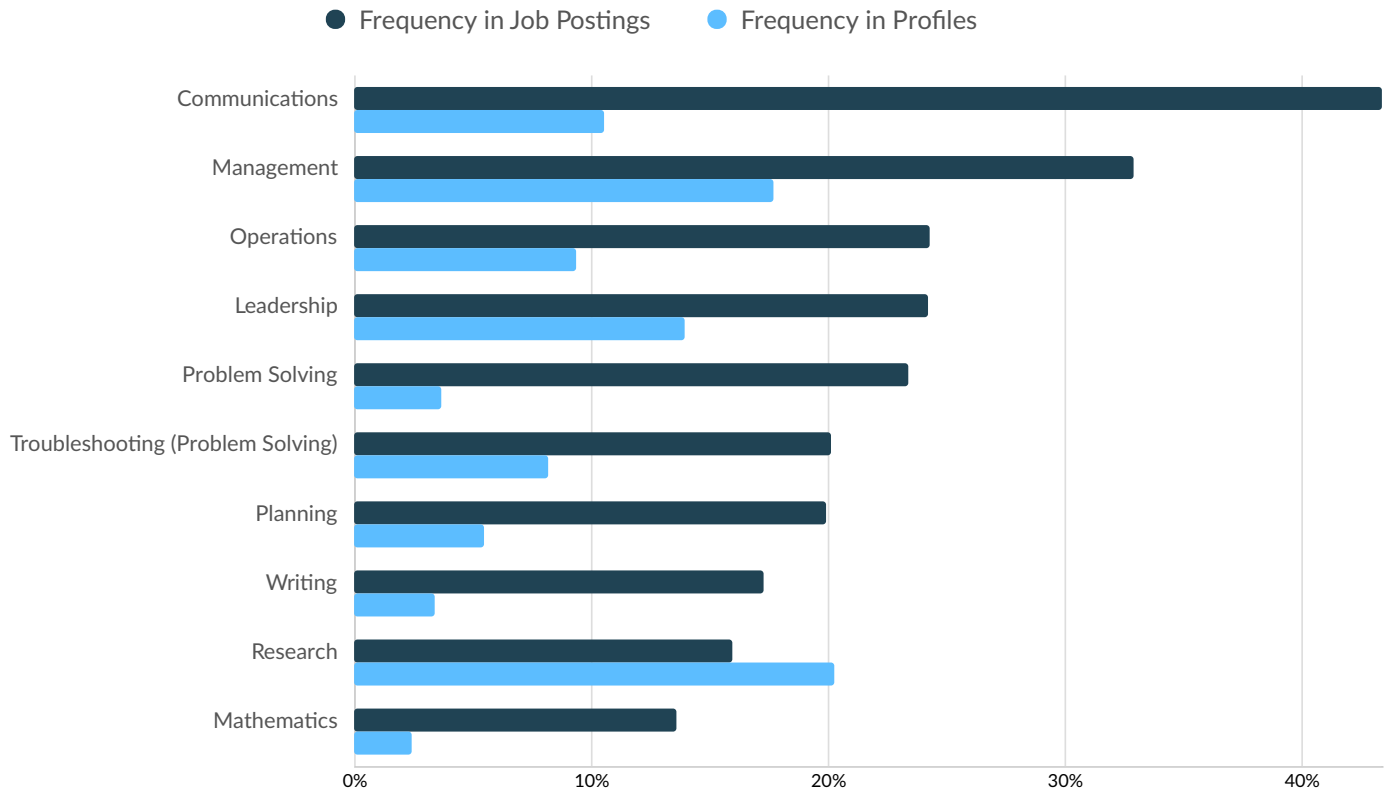
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Communications	36,083	43%	37,269	11%
Management	27,365	33%	62,604	18%
Operations	20,204	24%	33,163	9%
Leadership	20,135	24%	49,320	14%
Problem Solving	19,473	23%	13,014	4%
Troubleshooting (Problem Solving)	16,729	20%	29,021	8%
Planning	16,578	20%	19,445	6%
Writing	14,362	17%	12,039	3%
Research	13,288	16%	71,704	20%
Mathematics	11,336	14%	8,618	2%

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Top Software Skills

● Frequency in Job Postings   ● Frequency in Profiles
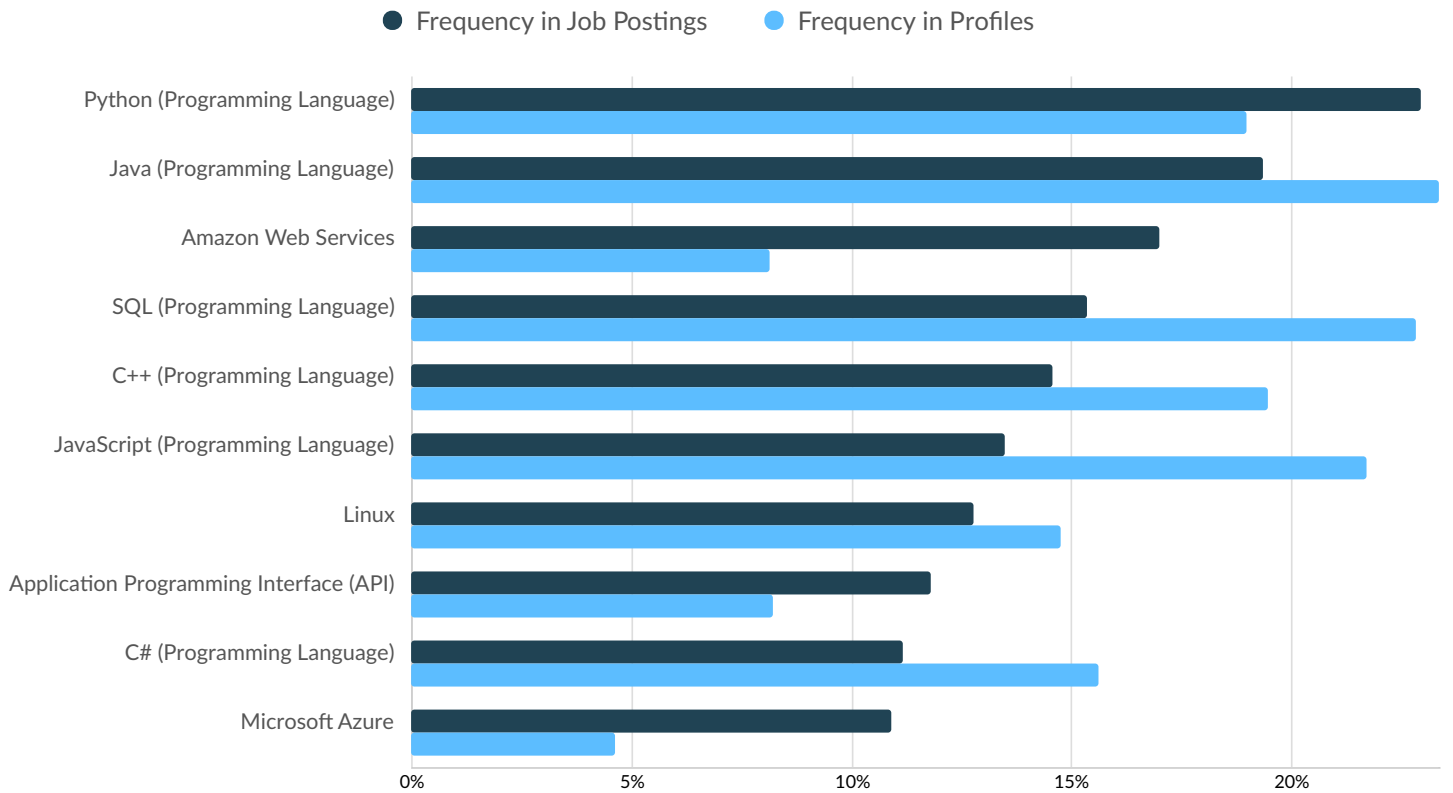
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Python (Programming Language)	19,052	23%	67,038	19%
Java (Programming Language)	16,082	19%	82,462	23%
Amazon Web Services	14,129	17%	28,769	8%
SQL (Programming Language)	12,759	15%	80,614	23%
C++ (Programming Language)	12,119	15%	68,754	19%
JavaScript (Programming Language)	11,215	13%	76,680	22%
Linux	10,623	13%	52,113	15%
Application Programming Interface (API)	9,809	12%	29,016	8%
C# (Programming Language)	9,292	11%	55,132	16%
Microsoft Azure	9,071	11%	16,379	5%

Top Qualifications

Qualification	Postings with Qualification
Security Clearance	8,017
Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)	5,426
Secret Clearance	5,280
Top Secret Clearance	2,589
Project Management Professional Certification	2,282
Valid Driver's License	2,146
CompTIA Security+	1,852
Certified Information Systems Security Professional	1,561
Cisco Certified Network Associate	955
Master Of Business Administration (MBA)	947

Program Overview
Bioinformatics

Lightcast Q3 2023 Data Set

September 2023

University of Idaho

University of Idaho

875 Perimeter Drive
Moscow, Idaho 83843

Parameters

Completions Year: 2021

Jobs Timeframe: 2022 - 2032

Job Postings Timeframe: Jul 2019 - Jul 2023

Programs:

Code	Description
26.1103	Bioinformatics

Regions:

Code	Description
0	United States

Education Level:

Description
Bachelor's degree

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

31	354	Completions Distribution
Institutions	**Completions**	
11% Growth (2017-2021)	37% Growth (2017-2021)	

Average: 11.4

1 ———————————————— 66

Median: 3

Program Overview

354
Completions

	Completions (2021)	% Completions	Institutions (2021)	% Institutions
● All Programs	354	100%	31	100%
● Distance Offered Programs	0	0%	0	0%
● Non-Distance Offered Programs	354	100%	31	100%

Market Share by Institution Type
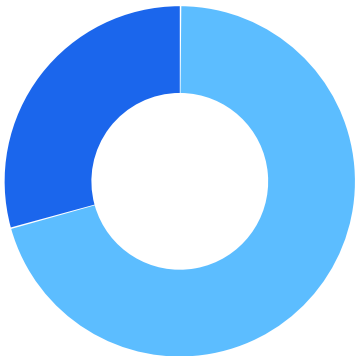
Institution Type	Completions (2021)	Market Share
● Public, 4-year or above	250	70.6%
● Private not-for-profit, 4-year or above	104	29.4%

Market Share by Program
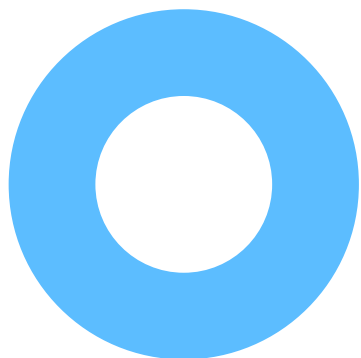
Program	Completions (2021)	Market Share
● Bioinformatics (26.1103)	354	100.0%

Completions by Institution

Institution	Bachelor's Degree Completions (2021)	Growth % YOY (2021)	Market Share (2021)	IPEDS Tuition & Fees (2021)	Completions Trend (2017-2021)
University of California-San Diego	66	-14.3%	18.6%	$14,700	
CUNY New York City College of Technology	47	11.9%	13.3%	$7,320	
Brigham Young University	40	90.5%	11.3%	$6,120	
Virginia Commonwealth University	37	48.0%	10.5%	$15,028	
University of California-Santa Cruz	36	100.0%	10.2%	$14,070	
Loyola University Chicago	21	90.9%	5.9%	$47,808	
Arizona State University Campus Immersion	14	-17.6%	4.0%	$11,348	
Rensselaer Polytechnic Institute	13	85.7%	3.7%	$58,526	
University of Pittsburgh-Pittsburgh Campus	12	-29.4%	3.4%	$20,362	
University of Nebraska at Omaha	10	-9.1%	2.8%	$8,136	
University of Maryland-Baltimore County	9	80.0%	2.5%	$12,280	
Rochester Institute of Technology	6	-33.3%	1.7%	$50,951	
Baylor University	6	-14.3%	1.7%	$50,232	
Michigan Technological University	4	100.0%	1.1%	$18,215	
Fontbonne University	4	Insf. Data	1.1%	$28,200	
University of Arizona	3	-25.0%	0.8%	$12,404	
Iowa State University	3	50.0%	0.8%	$9,634	
Pacific University	3	50.0%	0.8%	$50,070	
Marquette University	3	0.0%	0.8%	$45,766	
California State University-San Bernardino	2	0.0%	0.6%	$7,213	

Regional Trends
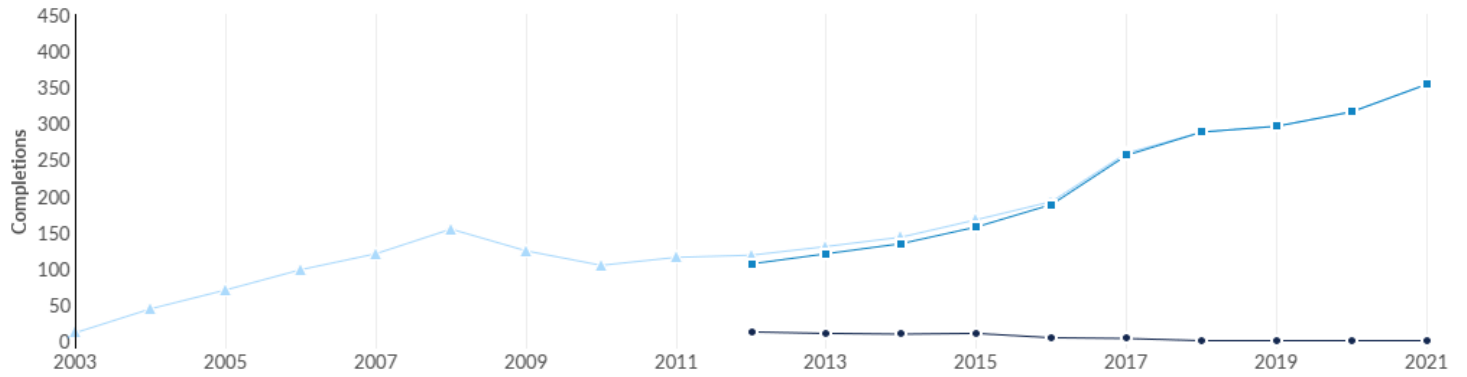
		2012 Completions	2021 Completions	% Change
●	Distance Offered Programs	12	0	-100.0%
■	Non-Distance Offered Programs	106	354	+234.0%
▲	All Programs	118	354	+200.0%

Regional Completions by Award Level

	Award Level	Completions (2021)	Percent	
●	Bachelor's Degree	354	100.0%	▬▬▬▬▬▬

Similar Programs

235 Programs (2021)	**560,720** Completions (2021)

CIP Code	Program	Bachelor's Degree Completions (2021)
26.0101	Biology/Biological Sciences, General	81,399
52.0301	Accounting	48,145
52.1401	Marketing/Marketing Management, General	43,443
11.0701	Computer Science	39,014
11.0101	Computer and Information Sciences, General	25,818
52.0101	Business/Commerce, General	24,828
27.0101	Mathematics, General	21,022
51.0701	Health/Health Care Administration/Management	14,112
40.0501	Chemistry, General	13,856
11.0103	Information Technology	13,214

Target Occupations

Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree

1.11M	+27.4%	$56.56/hr $117.6K/yr	118,439
Jobs (2022)*	% Change (2022-2032)*	Median Earnings	Annual Openings*

Occupation	2022 Jobs*	Annual Openings*	Median Earnings	Growth (2022 - 2032)*
Software Developers	822,117	88,976	$60.98/hr	+31.18%
Computer Occupations, All Other	178,747	16,767	$46.80/hr	+16.16%
Natural Sciences Managers	29,740	2,946	$69.44/hr	+12.96%
Biological Scientists, All Other	28,623	2,968	$41.93/hr	+11.55%
Biological Technicians	22,532	3,538	$23.87/hr	+15.08%
Computer and Information Research Scientists	13,174	1,408	$65.69/hr	+27.52%
Statisticians	12,803	1,510	$47.39/hr	+34.33%
Statistical Assistants	2,615	326	$23.50/hr	+8.53%

Job Postings Summary

4.09M	3 : 1	98,740	25 days
Unique Postings	**Posting Intensity**	**Employers Competing**	**Median Posting Duration**
11.24M Total Postings	Regional Average: 3 : 1	1.85M Total Employers	Regional Average: 29 days

There were **11.24M** total job postings for your selection from July 2019 to July 2023, of which **4.09M** were unique. These numbers give us a Posting Intensity of **3-to-1**, meaning that for every 3 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

Top Companies Posting

Company	Total/Unique (Jul 2019 - Jul 2023)	Posting Intensity	Median Posting Duration
Randstad	196,747 / 87,651	2 : 1	22 days
Deloitte	103,947 / 55,415	2 : 1	24 days
Revature	192,693 / 53,496	4 : 1	24 days
Amazon	142,536 / 42,932	3 : 1	20 days
Boeing	132,202 / 35,955	4 : 1	19 days
Northrop Grumman	153,393 / 34,107	4 : 1	28 days
Raytheon Technologies	126,944 / 34,103	4 : 1	28 days
CTG	39,550 / 31,036	1 : 1	31 days
Elevance Health	54,367 / 30,550	2 : 1	26 days
General Dynamics	85,594 / 29,327	3 : 1	25 days

Top Posted Job Titles

Job Title	Total/Unique (Jul 2019 - Jul 2023)	Posting Intensity	Median Posting Duration
Software Engineers	827,702 / 263,007	3 : 1	25 days
Systems Engineers	284,633 / 97,186	3 : 1	24 days
Software Developers	266,682 / 87,220	3 : 1	25 days
Java Developers	193,822 / 70,684	3 : 1	22 days
DevOps Engineers	159,439 / 60,649	3 : 1	24 days
Solutions Architects	100,186 / 42,395	2 : 1	25 days
Full Stack Developers	110,026 / 41,476	3 : 1	25 days
Principal Software Engineers	136,058 / 41,426	3 : 1	25 days
Scrum Masters	102,179 / 40,480	3 : 1	24 days
Project Managers	95,688 / 39,575	2 : 1	25 days

Top Specialized Skills

Legend: ● Frequency in Job Postings ● Frequency in Profiles
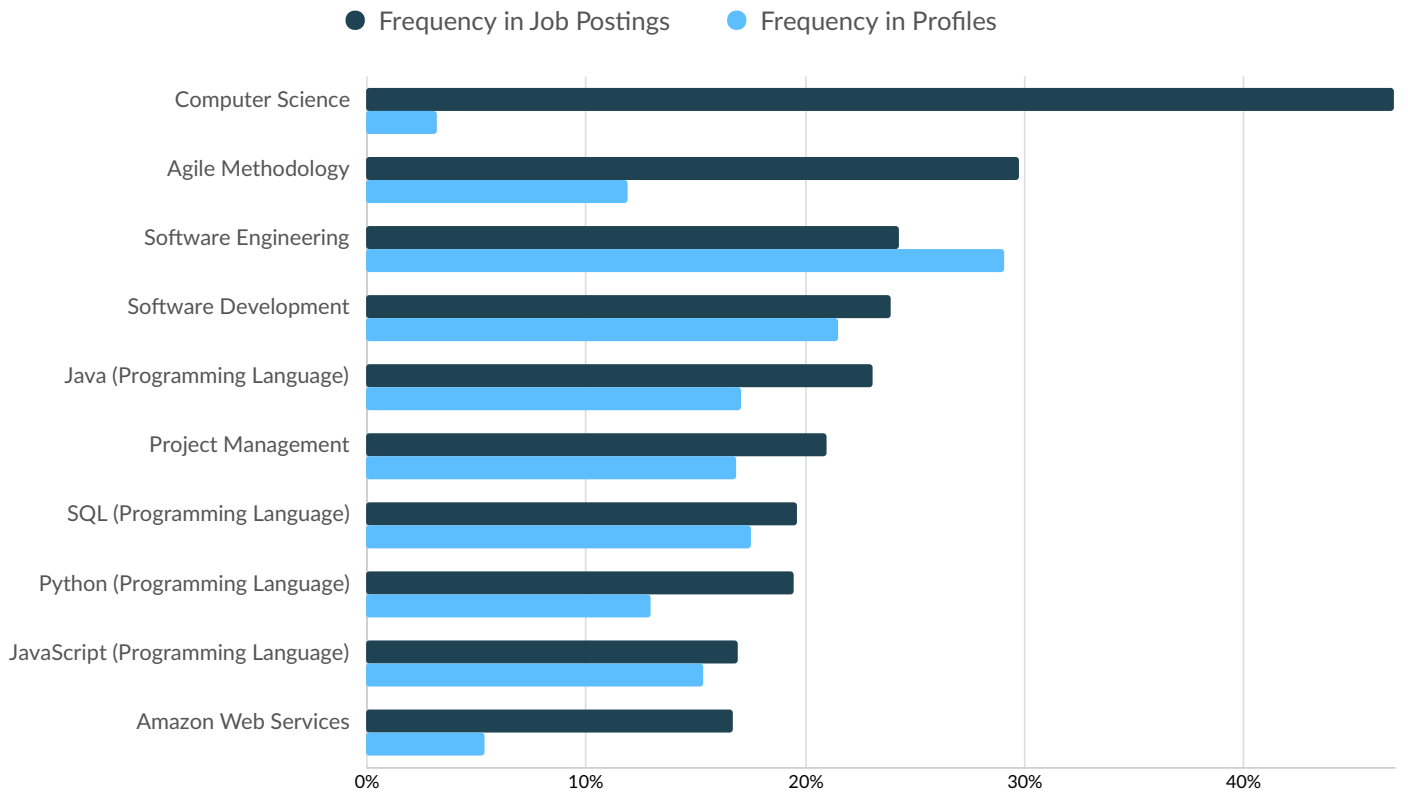
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Computer Science	1,917,284	47%	102,708	3%
Agile Methodology	1,217,258	30%	379,668	12%
Software Engineering	995,091	24%	925,621	29%
Software Development	978,525	24%	683,074	21%
Java (Programming Language)	943,803	23%	544,485	17%
Project Management	860,055	21%	536,361	17%
SQL (Programming Language)	804,763	20%	558,410	18%
Python (Programming Language)	796,228	19%	412,953	13%
JavaScript (Programming Language)	692,588	17%	488,154	15%
Amazon Web Services	685,376	17%	172,446	5%

Top Common Skills

Legend: ● Frequency in Job Postings ● Frequency in Profiles
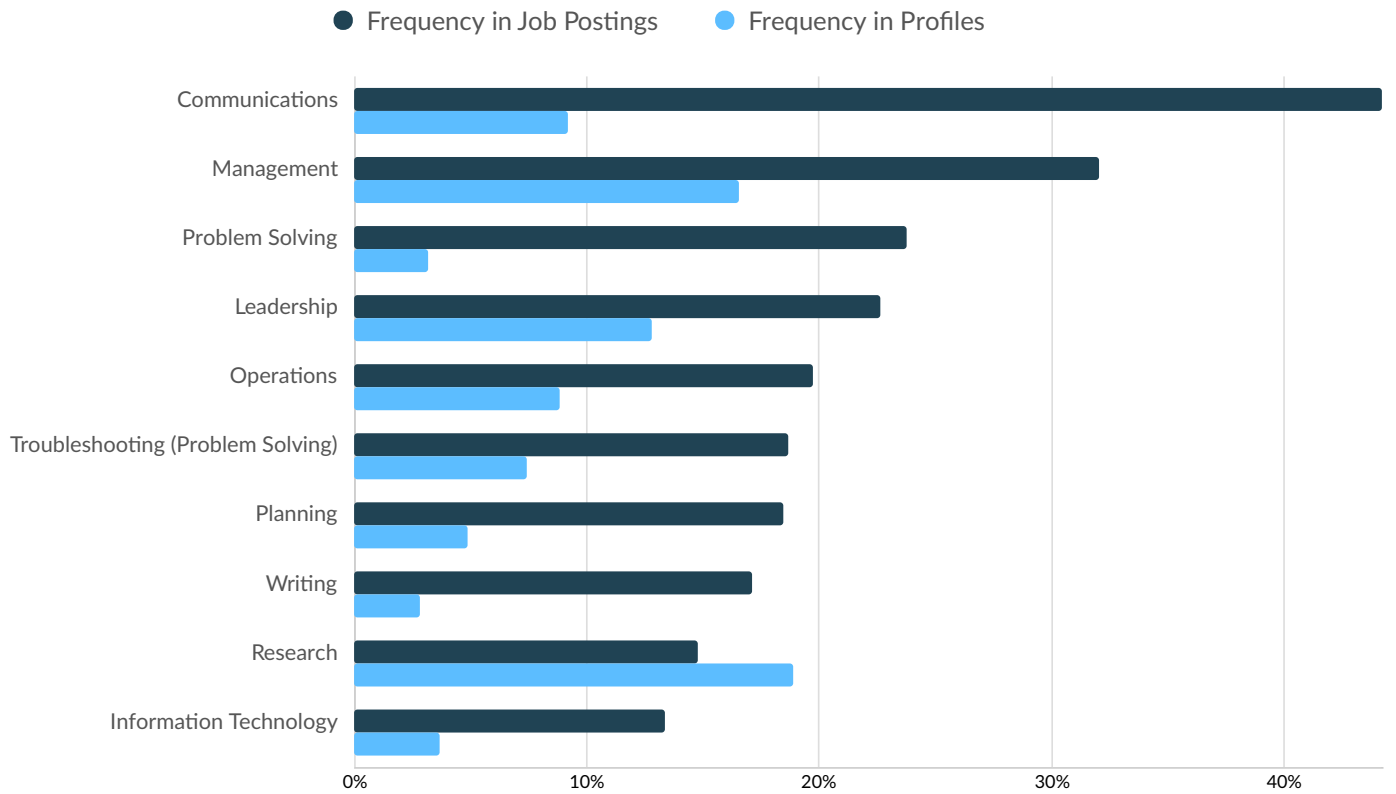
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Communications	1,810,293	44%	293,673	9%
Management	1,313,158	32%	527,684	17%
Problem Solving	972,069	24%	101,257	3%
Leadership	926,075	23%	408,279	13%
Operations	808,451	20%	281,544	9%
Troubleshooting (Problem Solving)	765,573	19%	237,033	7%
Planning	755,064	18%	154,195	5%
Writing	700,331	17%	90,159	3%
Research	605,061	15%	600,324	19%
Information Technology	547,662	13%	116,907	4%

Top Software Skills

Legend: ● Frequency in Job Postings ● Frequency in Profiles
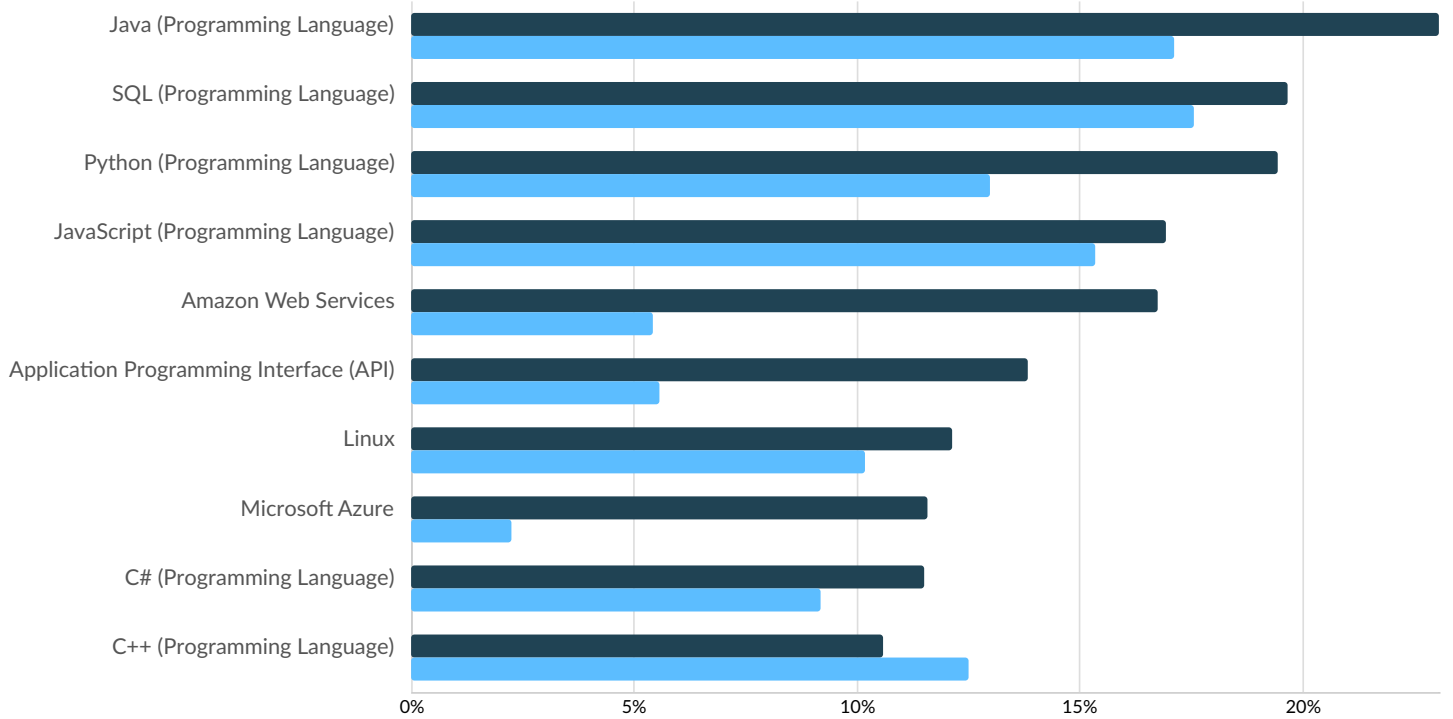
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Java (Programming Language)	943,803	23%	544,485	17%
SQL (Programming Language)	804,764	20%	558,410	18%
Python (Programming Language)	796,228	19%	412,953	13%
JavaScript (Programming Language)	692,588	17%	488,154	15%
Amazon Web Services	685,376	17%	172,446	5%
Application Programming Interface (API)	565,563	14%	176,679	6%
Linux	497,242	12%	324,369	10%
Microsoft Azure	474,331	12%	71,883	2%
C# (Programming Language)	471,235	12%	291,960	9%
C++ (Programming Language)	433,680	11%	397,393	12%

Top Qualifications

Qualification	Postings with Qualification
Security Clearance	221,918
Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)	160,646
Secret Clearance	159,176
Project Management Professional Certification	141,267
Valid Driver's License	80,942
Certified Information Systems Security Professional	69,168
Master Of Business Administration (MBA)	61,096
Certified Scrum Master	59,320
CompTIA Security+	55,453
Top Secret Clearance	54,348

Appendix A

Program Selection Details

CIP Code	Program Name
26.1103	Bioinformatics

Appendix B - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: Alabama Department of Labor; Alaska Department of Labor and Workforce Development; Arizona Commerce Authority; Arkansas Division of Workforce Services; California Employment Development Department; Colorado Department of Labor and Employment; Connecticut Department of Labor; Delaware Office of Occupational and Labor Market Information; District of Columbia Department of Employment Services; Florida Department of Economic Opportunity; Georgia Labor Market Explorer; Hawaii Workforce Infonet; Idaho Department of Labor; Illinois Department of Employment Security; Indiana Department of Workforce Development; Iowa Workforce Development; Kansas Department of Labor; Kentucky Center for Statistics; Louisiana Workforce Commission; Maine Department of Labor; Maryland Department of Labor; Commonwealth of Massachusetts, Mass.gov; Michigan Department of Technology, Management and Budget; Minnesota Department of Employment and Economic Development; Mississippi Department of Employment Security; Missouri Economic Research and Information Center; Montana Department of Labor and Industry; Nebraska Department of Labor, NEworks; Nevada Department of Employment, Training and Rehabilitation; New Hampshire Employment Security; New Jersey Department of Labor and Workforce Development; New Mexico Department of Workforce Solutions; New York Department of Labor; North Carolina Department of Commerce; North Dakota Job Service; Ohio Department of Job and Family Services; Oklahoma Employment Security Commission; Oregon Employment Department; Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis; Rhode Island Department of Labor and Training; South Carolina Department of Employment and Workforce; South Dakota Department of Labor and Regulation; Tennessee Department of Labor & Workforce Development; Texas Workforce Commission; Utah Department of Workforce Services; Vermont Department of Labor; Virginia Employment Commission; Washington State Employment Security Department; West Virginia Department of Commerce; Wisconsin Department of Workforce Development; Wyoming Department of Workforce Services

541: DESIGN FOR INCLUSION AND WELL-BEING UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 234 Chair (rulaa@uidaho.edu)
2. 09 Curriculum Committee Chair (stacyi@uidaho.edu)
3. 09 Dean (scorry@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Post-UCC Registrar (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; brendah@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
14. Theodore Unzicker (tunzicker@uidaho.edu)

Approval Path

1. Fri, 29 Sep 2023 21:05:42 GMT
   Rula Awwad-Rafferty (rulaa): Approved for 234 Chair
2. Fri, 06 Oct 2023 23:53:49 GMT
   Stacy Isenbarger (stacyi): Approved for 09 Curriculum Committee Chair
3. Thu, 26 Oct 2023 18:01:03 GMT
   Shauna Corry (scorry): Approved for 09 Dean
4. Wed, 08 Nov 2023 23:34:56 GMT
   Linda Lundgren (lindalundgren): Rollback to Initiator
5. Thu, 30 Nov 2023 01:08:05 GMT
   Rula Awwad-Rafferty (rulaa): Approved for 234 Chair
6. Thu, 30 Nov 2023 04:20:48 GMT
   Stacy Isenbarger (stacyi): Approved for 09 Curriculum Committee Chair
7. Thu, 30 Nov 2023 15:17:31 GMT
   Shauna Corry (scorry): Approved for 09 Dean
8. Wed, 17 Jan 2024 21:27:22 GMT
   Brenda Helbling (brendah): Approved for Provost's Office
9. Wed, 07 Feb 2024 19:20:34 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Wed, 21 Feb 2024 22:03:21 GMT
    Theodore Unzicker (tunzicker): Approved for Registrar's Office
11. Wed, 20 Mar 2024 15:23:44 GMT
    Sydney Beal (sbeal): Approved for Ready for UCC
12. Tue, 26 Mar 2024 18:21:00 GMT
    Sydney Beal (sbeal): Approved for UCC
13. Wed, 27 Mar 2024 18:31:07 GMT
    Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Program Proposal

Date Submitted: Thu, 09 Nov 2023 00:13:27 GMT

Viewing: 541 : Design for Inclusion and Well-Being Undergraduate Academic Certificate

Last edit: Wed, 27 Mar 2024 18:30:38 GMT

Changes proposed by: Rula Awwad-Rafferty

Faculty Contact

Faculty Name	Faculty Email
Rula Awwad-Rafferty	rulaa@uidaho.edu

Will this request have a fiscal impact of $250K or greater?
No

Academic Level
Undergraduate

College
Art & Architecture

Department/Unit:
Design and Environments

Effective Catalog Year
2024-2025

Program Title
Design for Inclusion and Well-Being 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
04.0501 - Interior Architecture.

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

What is the financial impact of the request?
Less than $250,000 per FY

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

Discribe the financial impact
The courses proposed for the certificate are courses already taught at the Bachelor of Interior Architecture & Design CIDA-accredited degree program. A few of the courses in this plan (300 and above level courses) are also taken by graduate students as upper-level electives in support of their study plans/degree focus areas. These courses are a subset of the IAD minor. In focusing the certification on the specific courses selected, there is a greater likelihood of students actually completing it and earning a tangible outcome that supports their academic and professional goals.

No changes to any of the fee structures already in place are being requested.

For example, one of the courses proposed (IAD 151) is part of the foundational courses that, in addition to the primary Moscow campus in-person offering, is also offered at the Boise UI campus. The section in Boise is taught via distance delivery and has CAA distance delivery fee of $15 per hour attached to that section. No changes in this fee are requested.

The financial impact is potentially seen as the certificate becomes known and increased volume of participation (hence, referred to as students -whether UI or community students) in the following areas:

a. With the increased number of students in the selected classes beyond the maximum number possible for each class, there will be a need for instructional assistance, potentially adding a section in specific courses or adding instructional assistants. This will only occur in the cases of significant enrollment increases in these courses.

a. Outreach to more audiences in the Boise area with the one-course offering (IAD 151), increasing the volume and diversity of students in that class.

b. Positive financial impact in increased credit hour generation due to increased volume of students taking the certificate courses.

Overall, the financial impact of the certificate is manageable within the parameters of class size, mode of instruction, and location.

Curriculum:

The Design for Inclusion and Well-Being certificate affords students the opportunity to develop an integrative perspective of interdependent factors and conditions impacting inclusion, well-being, independence, and people-environment interactions. It provides tools and approaches to investigate lifespan accessibility, universal design inclusive practices, and material explorations as means to investigate opportunities for influencing built and social space for all.

The curriculum for this certificate consists of 12 credit hours taken from four existing courses in the IAD curriculum that invest in developing capacity in a scaffolding, active learning approach.

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
IAD 151	Introduction to Interior Architecture and Design	3
IAD 368	Materials for Health and Sustainability	3
IAD 443	Universal Design	3
IAD 400	Seminar	3
Total Hours		**12**

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. Foster a global view of the power of design and consideration for social, cultural, economic, and ecological contexts and impacts. (CIDA Professional Standards 2022-4)
2. Demonstrate awareness of the influence environments, furnishings, objects, materials and finishes have on human experience and wellbeing. (CIDA Professional Standards 2022-13)
3. Demonstrate awareness of the relationship between the built environment and human behavior and experience and successfully apply such research theories to human-centered design solutions. (CIDA Professional Standards 2022-7).
4. Students are aware that multiple disciplines and stakeholders are involved in creating an interior environment. CIDA Professional Standards 2022-7).
5. Demonstrate skills for respectful and effective communication within the diverse cultural and social settings in the United States (CIDA Professional Standards 2022-9)

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 carry on the assessment already in place to attain the course-level learning outcomes; all are part of our program assessment and CIDA accreditation expectations.

For the certificate, to assess the competency of achieving the set comprehensive learning outcomes, a comprehensive project is assigned in the IAD 400 seminar. The project will be completed through several stages with multiple internal reviews. The students are required to participate in the University of Idaho Undergraduate Research Expo and be reviewed at that level.

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

Ensuring assessment findings will be used to improve the program is a practice that IAD program takes to heart. The courses for the certificate are key in assessing our program as a whole. A robust protocol based on CIDA accreditation standards is in place, we propose to monitor the certificate for the first three years and propose updates and changes.
The IAD program conducts two program review meetings annually, in December and in May; these reviews are used to reflect on the semester's and year's goals, student learning, meeting accreditation standards, completing gated admission reviews, assessing opportunities to address program and institutional needs, and completing assessment based on established rubrics of key courses. The findings are used to modify instructional goals, course settings, instructional assignments, modifications of offerings, adjustment of rubrics, and any other evidence-based modifications resulting from assessment data; closing the loop.
The certificate will be one of the programs assessed during these established reviews, and the results of the assessment will be integrated in the anticipated modifications periodically.

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

Direct measure: Research project in IAD 400 evaluated based on an established internal rubric.
Indirect measure: University of Idaho Undergraduate Research Expo participation and reviewers' feedback at the in-person poster session. The rubric would also be provided through internal course review and evaluation.

When will assessment activities occur and at what frequency?

Course level: per existing course' "already in place systems"

Annually: certificate level

Student Learning Outcomes

Learning Objectives

1. Foster a global view of the power of design and consideration for social, cultural, economic, and ecological contexts and impacts. (CIDA Professional Standards 2022-4)
2. Demonstrate awareness of the influence environments, furnishings, objects, materials and finishes have on human experience and wellbeing. (CIDA Professional Standards 2022-13)
3. Demonstrate awareness of the relationship between the built environment and human behavior and experience and successfully apply such research theories to human-centered design solutions. (CIDA Professional Standards 2022-7).
4. Students are aware that multiple disciplines and stakeholders are involved in creating an interior environment. CIDA Professional Standards 2022-7).
5. Demonstrate skills for respectful and effective communication within the diverse cultural and social settings in the United States (CIDA Professional Standards 2022-9)

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 Department of Design and Environments-Interior Architecture & Design program at the University of Idaho proposes to offer an academic certificate in "Design for Inclusion and Wellbeing." The certificate program provides an avenue for students, professionals, and community members to obtain relevant, university-centered training and learning through classroom, workshop, lectures, site visits, and service-learning formats related to access and inclusion, wellbeing, sustainability, and resilience, and capacity building in the built environment.
The program requires the completion of 12 credits of study; courses are already part of the BIAD degree, focusing on academic explorations in foundational and advanced topics in social and environmental responsibility, access and inclusion- universal design, materials, and specification, well standards, spatial agency, and area of hands-on application. The courses provide both an academic exploration component and an application component. The participants conclude in the seminar course with a research project they tailor to their specific field of study or interest in relation to the design for inclusion and well-being while acquiring skills and knowledge applicable to any workplace environment. The participants enter their research projects at the University of Idaho Undergraduate Research Expo, culminating in their on-campus capacity building and certificate work. The certificate acknowledges competency in understanding a broad range of diverse social and environmental issues that facilitate and impact inclusion and well-being in the built environment and an ability to apply that understanding to the workplace and in social life.

Supporting Documents

Catalogue Description.docx
Additional Supporting Document for Design for Inclusion and Wellbeing Certificate.docx

Reviewer Comments

Linda Lundgren (lindalundgren) (Fri, 03 Nov 2023 22:36:41 GMT): LL changed answer to self-support to no, per proposer.

Linda Lundgren (lindalundgren) (Wed, 08 Nov 2023 23:34:56 GMT): Rollback: Rolling back to Rule Awwad-Rafferty. Linda L. sent email with requested changes.

Rebecca Frost (rfrost) (Wed, 07 Feb 2024 19:20:25 GMT): Curricular requirement area must be addressed as text is not in compliance with current catalog conventions. Courses required were added to a list at the end of the narrative portion. This narrative should be shortened considerably, and/or added after the list of courses.

Sydney Beal (sbeal) (Thu, 08 Feb 2024 22:51:05 GMT): Revised curriculum section and attached additional supporting document per communication with Rula

Key: 541

The Design for Inclusion and Wellbeing certificate

Catalog Description

The Design for Inclusion and Wellbeing certificate affords students the opportunity to develop an integrative perspective of interdependent factors and conditions impacting inclusion, well-being, independence, and people-environment interactions. It provides tools and approaches to investigate lifespan accessibility, universal design inclusive practices, and material explorations as means to investigate opportunities for influencing built and social space for all.

The built environment significantly contributes to health, well-being, inclusion, independence, and resilience as evidenced by the increased importance of Social Determinants of Health (SDH) (WHO, USHHS), the 17 Sustainable Development Goals (SDGs), Independent Living Council and a diversity of indicators of economic outcomes and impacts. The International WELL Building Institute (IWBI) has formally adopted Universal Design (UD) principles into the new and improved WELL Building Standard version 2 (WELL v2).

Human beings spend more than 80-90% of their time indoors. We are becoming more aware and responsive to the built environment's impact on global warming and world resource depletion, as well as impacts on human health and well-being. We are also becoming more aware of social and environmental barriers in built spaces and places; for example, where one lives could be a significant predictor of life expectancy.

Awareness of environmental and social impacts and commitments to inclusion, independence, well-being, and regenerative practices results in increased use of these metrics across many industries, including healthcare, real estate development, insurance, city planning, economic development, and others. In this context, mindful awareness and purposeful engagement in an interdependent system that integrates social and environmental responsibility, health and well-being, inclusive design, and regenerative resilience in the built environment is key to enabling informed use of SDH, SDG, inclusive practice, and others in the diversity of settings. The Design for Inclusion and Wellbeing certificate affords students the opportunity to develop an awareness of; access to; and ability in:

- An integrative perspective of interdependent factors and conditions impacting inclusion, well-being, independence, and people-environment interactions.
- Tools and approaches to investigate lifespan accessibility,
- Universal design inclusive practices in businesses, institutions, and public environments,

- Tools and approaches to explore materials,
- The ability to investigate opportunities for influencing built and social space for all.

The curriculum for this certificate consists of 12 credit hours taken from four existing courses in the IAD curriculum that invest in developing capacity in a scaffolding, active learning approach.

IAD 151 (3 cr): Introduction to Interior Architecture and Design
Introduction to interior [Architecture &] Design theory and process. Explores transdisciplinary design issues and relationships; emphasis areas include basic design theories, vocabulary, and sustainability of the built environment. Attendance at outside events (such as lectures and symposiums) is required."

This first-year course explores transdisciplinary design issues with a human-centered, emphatic, evidence-based, contextually rich approach. Students explore intersectionality, identity, technology, place, and responsibility toward a just and resilient environment. The foundational ethic of "do no harm" is embraced through contextualizing human-environment interactions, providing global examples, diverse worldviews, and processes. Lectures, projects, quizzes, exams, and assignments invest in building foundational curiosity, knowledge, ability, and reasoning.

IAD 368 (3 cr): Materials for Health and Sustainability (formerly: Interior Materials and Specifications)
In-depth study of interior materials and products; emphasis on sustainable design guidelines, building rating systems, and product certifications that support circularity, responsible consumption, and human and environmental well-being; overview of factors and considerations of material selection, including performance characteristics, installation methods, testing, codes, standards, specifications, professional liability,

indoor air quality, and life cycle costs. Field trips are required at student expense.

This course is anchored by an active learning philosophy, one that is timely, relevant, and applied. The students learn the content in three interrelated units: Investigate, Evaluate, and Integrate.

IAD 443 Universal Design (3 cr)--Gen Ed: American Diversity
Introduction to and application of universal design and accessible design concepts, principles, products, standards, laws, regulations, and guidelines to the design and adaptation of the built environment. Attendance at outside events (such as lectures, simulations, and completion of a service-learning component) is required. One and a half hours of lecture and 3 hours arranged per week.

Recommended Preparation: IAD 254 or ARCH 254

Permission is granted to students from diverse fields of experience and backgrounds who do not have the recommended preparation if they have other indicators of preparedness.

In this course, universal design is embraced as a sociological construct in the whole environment we live in, including physical, social, economic, and other mediating factors. Shifting the paradigm towards representation, equity, inclusion, and justice, the course moves beyond focusing on creating environments and products that are usable by all people— regardless of age, size, or ability. The course provides opportunities to apply this knowledge through hands-mutually beneficial service-learning partnerships.

IAD 400 (3 cr): SEM: Design for Well-Being
Investigation of the many ways in which the design of built environments impacts human health and well-being. Involves the study and understanding of the WELL Building Standard and what it takes to become a WELL Accredited Professional (WELL AP).

Other seminar offerings also include: "Informing Spatial Agency: Identity, Community, Place" as well as new topics to be developed that target this particular focus area of the certificate.

The IAD 400 Seminar is the capstone experience for this certificate. Students are required to complete a project and participate in the University of Idaho Undergraduate Research Expo.

113: UPDATE REGULATION O-1

In Workflow

1. Registrar's Office (none)
2. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
3. Ready for UCC (disable)
4. UCC (none)
5. Post-UCC Registrar (none)
6. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
7. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
8. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
9. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 14 Mar 2024 18:26:31 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Thu, 14 Mar 2024 21:02:16 GMT
   Brenda Helbling (brendah): Approved for Provost's Office
3. Wed, 20 Mar 2024 15:33:57 GMT
   Sydney Beal (sbeal): Approved for Ready for UCC
4. Tue, 26 Mar 2024 18:01:20 GMT
   Sydney Beal (sbeal): Approved for UCC
5. Wed, 27 Mar 2024 17:47:57 GMT
   Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Thu, 14 Mar 2024 18:25:30 GMT

Viewing: Update Regulation O-1

Last edit: Tue, 26 Mar 2024 16:32:03 GMT

Changes proposed by: Theodore Unzicker

Faculty Contact

Faculty Name	Faculty Email
Dean Kahler; Jerry McMurtry	dkahler@uidaho.edu; mcmurtry@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2024-2025

Title

Update Regulation O-1

Request Details

Request updating regulation to consider undergrad students "full time" if they are carrying 6 or more credits during the summer session. This will allow international students to attend classes during the summer session. Also addressing summer credits for the College of Law and College of Graduate Studies. See attached document for more details.

Supporting Documents

O-1 Credit Requirements for Full-Time Students(4).docx

Key: 113

O-1. Credit Requirements for Full-Time Students

O-1-a. Full-Time Classification for ~~Non-Fee~~ Enrollment Related Purposes

- ~~For purposes other than fees~~, ~~U of I students in all divisions except the College of Graduate Studies and the College of Law~~Undergraduate and non-degree seeking students must carry 12 credits each semester ~~or summer session~~ and 6 credits during summer session to be classified as full-time.
- Students in the College of Graduate Studies must carry 9~~10~~ credits during each ~~or~~ semester and 6 credits during summer session to be classified as full-time.
- Students in the College of Law must carry 10 credits during each semester and 5 credits during summer session to be classified as full-time.

Students interested in full-time status for tuition/fee related purposes should consult with the Student Accounts & Cashier's Office.

O-1-b. Full-Time Classification for Fee Related Purposes
~~For fee and tuition purposes only, students carrying ten or more credits (or equivalent in audits and zero-credit registrations) and all teaching/research assistants on full appointment, regardless of the number of credits they register for, are classified as full-time students.~~

O-1-c. Full-Time Classification for Graduate Students
~~Students in the College of Graduate Studies are considered full time when:~~

1. registered for nine credits (or equivalent) of course and/or thesis work; or

2. on full-time appointments as teaching assistants or research assistants.

O-1-~~d~~b. G.I. Bill Requirements

Veterans and war orphans attending U of I on the G.I. Bill® must carry certain minimum credit loads to be considered by the Veterans' Administration for benefits as indicated in the table accompanying this regulation. (Audits do not count; repeats and reviews may be included when the student's advisor certifies that the course is required in the student's curriculum or is needed to remove a deficiency or to provide essential background for the student's program; file a copy of the program with the School Certifying Official in the Veteran's Assistance Office.~~veterans' clerk at the Office of Dean of Students.~~.)

Commented [BL(1): Is this still correct?

Benefits	Academic year Undergraduate	Academic Year Graduate	Summer Session Undergrad & Grad
Full	12 or more	9 or more	Must be Arranged
Three-fourths	9-11	6-8	
Half	6-8	3-5	
Fees and tuition only	Fewer than 6	Fewer than 3	

Minimum Credit Loads for Veteran's Benefits

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at https://www.benefits.va.gov/gibill.

~~O-1-e. Full-Time Classification for Law Students~~

~~Students in the College of Law are considered full time when registered for 10 credits (or equivalent) of course work.~~

O-1-~~f~~c. Full-Time Classification for ASUI and *Argonaut* Positions

The president, vice president, and senators of the Associated Students University of Idaho are considered full-time when carrying at least the following credit loads: president, three credits; vice president and senators, six credits. The editor and

associate editor of the *Argonaut* are considered full-time when paying full-time student fees and carrying at least the following credit loads: editor, three credits; associate editor, six credits.

112: O-10-B REGULATION EDIT FOR COLLEGE OF LAW CERTIFICATES

In Workflow

1. Registrar's Office (none)
2. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
3. Registrar's Office (none)
4. Ready for UCC (disable)
5. UCC (none)
6. Post-UCC Registrar (none)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
8. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 16 Feb 2024 16:51:22 GMT
   Sydney Beal (sbeal): Approved for Registrar's Office
2. Wed, 21 Feb 2024 23:21:21 GMT
   Brenda Helbling (brendah): Approved for Provost's Office
3. Fri, 15 Mar 2024 16:46:45 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
4. Wed, 20 Mar 2024 15:33:14 GMT
   Sydney Beal (sbeal): Approved for Ready for UCC
5. Tue, 26 Mar 2024 18:01:30 GMT
   Sydney Beal (sbeal): Approved for UCC
6. Wed, 27 Mar 2024 17:47:41 GMT
   Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Thu, 15 Feb 2024 19:57:19 GMT

Viewing: O-10-b Regulation Edit for College of Law Certificates
Last edit: Thu, 15 Feb 2024 19:57:19 GMT

Changes proposed by: Sydney Beal

Faculty Contact

Faculty Name	Faculty Email
Jerry Long	jlong@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2024-2025

Title

O-10-b Regulation Edit for College of Law Certificates

Request Details

This catalog regulation language edit (see attached document for details) clarifies the grade policy for graduate law certificates.

Supporting Documents

O-10-B Edit.docx

Key: 112

O-10-b

2. All required coursework must be completed with a grade of 'B' or better, or a 'B-' for graduate certificates offered by the College of Law, unless the certificate specifies a higher grade requirement.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards   ~~June 2021~~June 2024

1. Institution Policies

    Each postsecondary institution must establish institutional policies which meet or exceed the following minimum academic and career technical admission standards. Additional and more rigorous requirements also may be established by the institutions for admission to specific programs, departments, schools, or colleges. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee. Career Technical Education program admission requirements apply to all technical colleges, including the College of Eastern Idaho, the College of Southern Idaho, the College of Western Idaho, Lewis-Clark State College, Idaho State University College of Technology, and North Idaho College.

2. Institutional Academic ~~Program~~ Admission

    a. ~~a.~~ Direct Admission
        Students attending an Idaho public school, or Idaho private school that has entered a Direct Admission participation agreement with the Board, may be notified of their admission to an Idaho public college or university through the State Board's Direct Admission Program. ~~Admission awarded through the program is contingent on the verified level of achievement in high school curriculum and successful completion of Idaho high school graduation requirements~~. Direct admissions offers are based on the following criteria:

Verified Achievement	Institution Admission
ISAT Math level ≥3 and ELA/Literacy level ≥3 OR Unweighted GPA = 3.0	Admission to all Idaho public institutions.
Unweighted GPA between 2.25 and 2.99	Admission to Idaho's public community colleges, Lewis-Clark State College and Idaho State University.
Unweighted GPA < 2.25	Admission to Idaho's public community colleges.

        Admission awarded though the program is contingent on the verified level of achievement in high school curriculum (grade point average), performance on the

11th grade Idaho Standards Achievement Test (ISAT), and successful completion of Idaho high school graduation requirements. Direct admission decisions apply only to offers of admission to Idaho public institutions made between October 1 to June 30 of the senior year of high school.

a.b. Academic Program Regular Admission

An applicant who is not admitted under the Board's Direct Admission Program must graduate from a high school accredited by a body recognized by the Board and complete the Admission Standards Core Courses with a minimum 2.00 cumulative grade point average. Cognia is the Board's recognized high school accrediting body. Applicants who graduated from high school prior to 1989 1995 will be subject to the admission standards at the time of their high school graduation. Each institution may develop a separate policy for the admissions and placement of international students.

Admission Standards Core Courses

Subject Area	Minimum Requirement	Select from These Subject Areas
Secondary Language Arts and Communication	8 credits	Composition, Literature, and Oral Communication
Mathematics	6 credits	A minimum of six (6) credits. Secondary Mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in Mathematical Problem Solving and Quantitative Reasoning. A total of 8 credits are strongly recommended. Four (4) of the required mathematics credits must be taken after 9th grade. Courses not identified by traditional titles, (i.e., Algebra I or Geometry), may be used as long as they contain all of the critical components of higher math functions prescribed by the State Mathematics Content Standards. Institutions may recognize other Mathematics courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements.
Social Studies	5 credits	American Government (state and local), Geography, U.S. History, and World History. Other courses may be selected from Economics, including Consumer Economics, if it aligns to the state content standards, Psychology, and Sociology.
Science	6 credits	Secondary sciences include instruction in Applied Sciences, Earth and Space Sciences, Physical Sciences, and Life Sciences. A maximum of two (2) credits may be derived from career technical

		~~science courses when courses are aligned to state career technical content standards, and/or Applied Biology, and/or Applied Chemistry. (Maximum of two (2) credits).~~ Institutions may recognize other Science courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements. Must have laboratory science experience in at least two (2) credits. A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.
Arts and Humanities (including world languages)	2 credits	Humanities courses include instruction in Visual Arts, Music, Theatre, Dance, or World Language aligned to the Idaho content standards for those subjects. Other courses such as Literature, History, Philosophy, Architecture, or Comparative World Religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. History courses beyond those required for state high school graduation may be counted toward this category. World Language is strongly recommended. The Native American Languages may meet the world language credit requirement
Other College Preparation	3 credits	Speech or Debate [no more than one (1) credit]. Debate must be taught by a certified teacher. Studio/Performing Arts (art, dance, drama, and music). Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category). Secondary Career Technical courses. ~~(no more than two (2) credits) in Agricultural Science and Technology; Business Technology Education; Computer Science Technology; Engineering; Family and Consumer Sciences; Marketing Technology Education; Technology Education, and individualized occupational training.~~

If the student graduated from a high school that does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/World Languages) may not also count in another category.

~~c~~b. Academic ~~Provisional~~ Alternative Admission

i.   ~~A d~~Degree-seeking applicant~~s~~ who do~~es~~ not qualify for admission based on

subsection 42.ba. above, but who may be granted alternative admission if they satisfies satisfy one (1) or more of the criteria below, may seek provisional admission by petitioning the institutional admissions officer:

1) Graduated from a secondary school accredited by a body recognized by the Board but has not completed the Admission Standards Core courses set forth above;

2) Did not graduate from a secondary school accredited by a body recognized by the Board, [e.g. including home-schooled students, and has acceptable performance on either the General Educational Development (GED) diploma holders], and have acceptable predictive indicators of academic success approvedtest or another standardized diagnostic test accepted by the institution;

3) Deserves consideration by the institution because of special status (e.g., disadvantaged or minority students, delayed entry students, returning veterans, or gifted and talented students wishing to enter college early, or other students in unique circumstances as determined by the institution). Each institution may develop a separate policy for the admission of special status students.

A student seeking provisional admission to any public postsecondary institution must take at least one (1) assessment indicator that will allow the institution to assess competency and placement.

ii. If provisionally admitted, a student will enroll with provisional standing and is subject to the institutional grade retention. Students granted alternative admission may have conditions placed on their admission, subject to institutional policies. A provisionally admitted student may change to regular admission status upon satisfactory completion of Students may be granted admission and be required to satisfactorily complete up to fourteen (14) baccalaureate level credits, twelve (12) of which must be general education courses credits. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.

de. Academic Transfer Admission

i. A degree-seeking student who, after graduating from high school or earning a GED, has earned at least fourteen (14) or more semester hours of transferable academic college level credit from a regionally accredited college or university with a minimum cumulative GPA of 2.00 may be admitted.

ii. A student not meeting the requirement in subsection 62.ba. may petition the

institutional admissions officer to be admitted. If admitted, the student ~~must enroll on probation status, meet all conditions imposed by the institutional admissions committee, and complete the first semester with a minimum 2.00 GPA, or may be dismissed.~~may have conditions placed on their admission, subject to institutional policies as described in subsection 2.~~cb~~.ii.

d. Academic Program Placement

Placement assessment indicating potential for success may be required for some academic programs. Placement requirements vary according to the program. Each institution shall establish academic program placement policies and publish these policies in an accessible manner on the institution's website.

3. Career Technical Program Admission~~s~~

~~a. Admission Standards~~

~~Regular or Provisional~~ Institutional academic admission standards apply to individuals who seek a technical certificate or Associate of Applied Science (A.A.S.) degree through a career technical program. The admission standards and placement criteria do not apply to workforce development or short-term training programs. Career technical programs employ program admission and student advising/navigation processes in addition to institutional ~~program~~ academic admission.

~~b. Student Advising~~

~~i. Clarify the importance of career planning and preparation: high school students should be actively engaged in career planning prior to entering the 9th grade. Career planning assures that students have sufficient information about self and work requirements to adequately design an education program to reach their career goals.~~

~~ii. Emphasize that career technical courses in high school, including career technical advanced opportunities and work-based learning connected to school-based learning, are beneficial to students seeking continued education in career technical programs at the postsecondary level.~~

~~iii. Clarify the kind of educational preparation necessary to successfully enter and complete postsecondary studies. Mathematics and science are essential for successful performance in many career technical programs. Programs of a technical nature generally require greater preparation in applied mathematics and laboratory sciences.~~

~~iv. Clarify that career technical programs of one or two years in length may require additional time if applicants lack sufficient educational preparation.~~

c. Career Technical Program Regular Admission

Students desiring Regular Admission to any of Idaho's technical colleges must meet the following standards. Students planning to enroll in programs of a technical nature are also strongly encouraged to complete the recommended courses. Admission to a specific career technical program is based on the capacity of the program and specific academic and/or physical requirements established by the technical college/program.

    i. Standards for students who graduated from high school in 1997 or earlier

        1) High School diploma with a minimum 2.0 GPA[1] from a high school accredited by a body recognized by the Board; and

        2) Placement examination as determined by the institution. Scores may also be used to determine placement eligibility for specific career technical programs; and

        3) Satisfactory completion of high school coursework that includes at least the following:

            a) Mathematics — 4 credits (6 credits recommended) from challenging math sequences of increasing rigor selected from courses such as Algebra I, Geometry, Applied Math I, II, and III, Algebra II, Trigonometry, Discrete Math, Statistics, and other higher-level math courses. Two (2) mathematics credits must be taken in the 11th or 12th grade. Less rigorous mathematics courses taken in grades 10-12 after 1998, such as pre-algebra, review mathematics, and remedial mathematics, shall not be counted.

            b) Science — 4 credits (6 credits recommended, with 4 credits in laboratory science) including at least 2 credits of laboratory science from challenging science courses including applied biology/chemistry, principles of technology (applied physics), anatomy, biology, earth science, geology, physiology, physical science, zoology, physics, chemistry, and agricultural science and technology courses (500 level and above).

            c) Secondary Language Arts and Communication — 8 credits. Applied English in the Workplace may be counted for English credit.

            d) Other — Career technical courses, including postsecondary credits

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[1] An institution may substitute a composite index placement exam score and high school GPA for the GPA admission requirement.

earned pursuant to Board Policy III.Y. Advanced Opportunities and organized work-based learning experiences connected to the school-based curriculum, are strongly recommended. High School Work Release time not connected to the school-based curriculum will not be considered.

ii. Standards for Others Seeking Regular Career Technical Program Admission

Individuals who graduated from high school, received their GED prior to 1997, or who are at least 21 years old and who desire Regular Admission to the technical colleges must have a:

1) High School diploma with a minimum 2.0 GPA from a high school accredited by a body recognized by the Board; or

2) General Educational Development (GED) certificate; and

3) Diagnostic/placement tests as determined by the institution. Scores may also be used to determine admission eligibility for specific career technical programs.

d. Career Technical Program Provisional Admission

Students who do not meet all requirements for Regular Admission may apply to a technical program under provisional admission. Provisionally admitted students who are conditionally admitted must complete appropriate remedial, general and/or technical education coursework related to the career technical program for which Regular Admission status is desired, and to demonstrate competence with respect to that program through methods and procedures established by the technical college. Students desiring Provisional Admission must meet the following standards:

i. High School diploma or GED certificate; and

ii. diagnostic/placement tests as determined by the institution. Scores may also be used to determine placement eligibility for specific career technical programs.

iii. Institutions may allow individuals who do not have a high school diploma or GED to be admitted if the applicant can demonstrate the necessary ability to succeed in a career technical program through appropriate tests or experiences as determined by the institution.

ea. Career Technical Program Placement Criteria

<div align="right">**ATTACHMENT 1**</div>

Placement test scores indicating potential for success ~~are generally~~ may be required for enrollment in a career technical program of choice. Placement score requirements vary according to the program.

Each institution shall establish career technical program placement policies and publish these policies in an accessible manner on the institution's website.

Specific career technical programs may require different levels of academic competency and admission requirements. Students must also be familiar with the demands of a particular occupation and how that occupation matches individual career interests and goals. Therefore, before students can enroll in a specific program, the following placement requirements must be satisfied:

i.   Specific program requirements (including placement exam scores) established by the technical program. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills; and

ii. Formal procedures and definitions for program admission employed by the technical college. Program admission requirements and procedures shall be clearly defined and published for each program.