University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #28

3:30-4:30 p.m. - Tuesday, May 10, 2016
Brink Hall Faculty-Staff Lounge & Skype

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #27, April 26, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- Teaching/Research Assistant Parenting Leave (McMurtry/St. Claire)
- Communications' Strategic Plan (Bales)

VI. Committee Reports.

- Committee on Committees (Brandt)
- Sabbatical Leave 2017-18
- Teaching & Advising (Johnson-Leung)

VIII. Special Orders.

VII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #27
TA/RA Parenting Leave

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #27, Tuesday, April 26, 2016

Present: Anderson, Barbour, Boschetti, Brandt, Brewick, Brown, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Flores, Folwell, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Jeffery, LaPrath, Latrell, Mahoney, Murphy, Nyavor, Nicotra, Stoll, Teal, Wiencek (w/o vote), Wolf. **Absent:** Adams, Dallas, Perret. **Guests**: 10.

The Chair called meeting #27 to order at 3:32. Chair Teal asked for a moment of silence in honor of Dean Paul Joyce. The Chair commented that we would be collecting contributions for flowers.

The Faculty Secretary added a sentence to last week's minutes since they were distributed. The added sentence pointed out that various Senators had expressed their concerns as to whether it was a prudent use of resources to maintain a law faculty in both Boise and Moscow. A motion (Latrell/Nicotra) to approve the minutes as amended passed without objection.

Chair's Report: The Chair briefly discussed the possibility of renaming the Faculty Lounge in Paul Joyce's honor. Paul had been a former chair of the Faculty Senate and played an instrumental role in getting this space dedicated for faculty activities. Chair Teal suggested that Senators contact him if they had thoughts on this idea. He reminded Senators that next week the University Faculty Meeting would be at 3:00. The last meeting of the Senate would be May 10th. The current Senate would meet at 3:30, and then at 4:30 the new Senate would meet for the purpose of electing a chair and vice chair.

Provost's Report: Provost Wiencek commented that it had been a difficult week and his thoughts and prayers were with Paul and his family. He had met with the leadership of the College of Science and would not be making any decisions with regard to its leadership in the immediate future. The college was in capable hands and he would get back together with them after the end of the semester.

The search for a new dean of the College of Education has ended successfully. An announcement will be made next week. The search for a VP for the Vice President for Research and Economic Development is ongoing. He encouraged everyone, regardless of discipline, to attend the open sessions for the candidates. Three or four of these candidates would be invited back for further interviews at Boise and Idaho Falls. There will be a search for a Vice Provost of Strategic Enrollment Management chaired by Brian Foisy. He wanted to clarify that this is not a new position. It was a position that once existed. It had been combined with another position and now they are going back to the previous structure.

Spread Pay: Provost Wiencek thanked Professor Becky Tallent (Chair) and the task force created last fall for their hard work. He commented that the issue of spread pay had been brought up before. When he arrived on campus early last summer a recommendation to eliminate the use of spread pay was brought forward. After considerable concern was voiced by faculty he created this task force to fully examine the issue, investigate a range of options, and make recommendations. Provost Wiencek introduced Professor Tallent and VP Brian Foisy to further discuss the task force's recommendation.

Professor Tallent stated that originally the task force was half staff and half faculty. There was a split on the task force as faculty tended to see spread pay as a benefit, while the staff on the task force saw considerable problems with its continued implementation through Banner. Not all the faculty members voted for the final recommendation, but a majority of the task force did vote for the recommendation to be presented today. Professor Talent discussed the fact that the task force tried hard to get those who had a view on the issue to provide input. She was gratified that most respondents to the survey stated that they felt the task force had met their expectations in seeking the views of the university community. The task force did a lot of research and tried to come up with a solution that would do no harm. The proposal being presented today would:

- Allow current employees on spread pay to stay on spread pay.
- Keep employees on nine-month pay on that system.
- Create a system designed to provide incentives to move current employees on spread pay to a nine-month system.
- Not allow new faculty to choose spread pay.

Vice President of Finance Brian Foisy came forward to present some of the details of the proposal. He commented that some people had told him that, if it wasn't broke why fix it. He responded that staff who sought to implement the current system thought something was broke. Current employees who are on spread pay will be allowed to select an option keeping them on spread pay. They would not be forced off of spread pay. He noted that to some extent those on spread pay were making an interest free loan to the University. Since the University has an administrative interest in moving people off of spread pay, the University would be offering a financial incentive to encourage those on spread pay to move to a nine-month system. In the first year, those moving to the nine-month system would be encouraged to move to a direct deposit system. Employees would need to divert 12% of their salary from each pay period to a savings plan offered by local financial institutions. In the 2nd year, employees on nine-month pay would need to save 25% of their pay to adequately cover the summer months.

There was a general discussion of how well people managed money. Some argued that the evidence overwhelmingly suggested that people have trouble saving enough to cover the months they aren't getting paid. Others suggested that employee's should be given the choice. Mr. Foisy stated that the university would work with employees as they moved to the new system.

A Senator suggested this was a disappointing plan and would result in the loss of another benefit. It would be particularly difficult on new faculty who would have the most trouble adjusting to three months without a salary. It was also suggested that the proposal did not address the concern that under spread pay faculty were getting paid before the semester began. It had been asserted that this violated state law since they were getting paid before work was performed. The response was that there wasn't any current attempt by the state to force this change and that this proposal would make some progress toward dealing with this issue.

A Senator asked about the problem of paying for benefits (like health insurance) during the months a person was not on salary. Mr. Foisy stated that this had been a problem, but they had worked out a method so that benefits would be synchronized with pay, so that faculty are no longer billed for benefits during the summer months, if they chose nine-month pay. The same was true for PERSI, which only gives credit for nine months, even if a person was on spread pay.

A Senator asked how the University would monitor the direct dual deposit (the name being used for the proposed savings plan). The answer was that if a person paid into the savings plan, the University would be unable to ensure that the funds actually stayed in the savings account.

There was also a concern raised about what the proposed demise of spread pay says about a faculty member's relationship to the University during the summer. Does this mean that a faculty member is not an employee during the summer? The Provost suggested that this was no different than it was in the past. Whether a faculty member was getting spread pay, or paid over nine months, the reality was the same. The perception may change, but most faculty will do what they need to do to keep their unit functioning over the summer. However, the question about liability was raised. Is a faculty member who comes to campus to work on a project during the summer properly covered? V.P. Foisy responded that this was a question that deserved more exploration. He didn't think that the difference between receiving spread pay, or being on standard pay, would result in a difference in worker's compensation and/or liability. However, he agreed that this is something on which they should obtain a legal interpretation.

The discussion again returned to what the University could do to help new faculty arriving on campus and not receiving a paycheck until September. Unless the person was given a summer class, or similar project, there wasn't an apparent solution to this concern. Various Senators expressed concern about the effect of this policy on new, as well as continuing faculty. One Senator commented that he believed this would be detrimental in hiring faculty. This Senator's choice of Idaho would have been quite different had spread pay not been offered. There was a short discussion of the desirability of having some type of short-term loan fund available to employees.

A Senator asked why Banner could not be programmed to handle spread pay. If the problem is that Banner doesn't work, then shouldn't we be spending the money to fix Banner? V.P. Ewart responded that this wasn't a situation where they could buy a module to fix Banner. The existing Banner system has been consistently modified and there is no easy fix for this problem. It would be costly and the fix might lead to other problems. The Senator noted that the proposed incentive to move faculty away from spread pay would probably be around $500,000. He found it interesting that when faculty ask for benefits there isn't any money, but that funds seemed to be found for other projects. Another Senator wondered if we were doing the necessary research to move away from the limitations of the current Banner system. Some universities obviously have the administrative systems capable of implementing spread pay. V.P. Ewart stated that such research was being done, but it appeared that the cost would be extensive. The Provost pointed out that even if we moved to a system that could implement spread pay; we would still not be in compliance with state code.

A Senator pointed out that there are some staff on spread pay and sought clarification that staff would be treated the same as faculty. V.P. Foisy assured the Senate that staff on spread pay would not be forced off of spread pay, and they would be offered the same incentives as faculty. Having spread the discussion out across the entire time usually devoted to our weekly meetings, the Chair suggested that we move on to other business.

APM 95.24 - Vandal Alert Protocol. Chair Teal introduced Matt Dorschel from Campus Safety & Security to discuss developments with the Vandal Alert system. Mr. Dorschel briefly reviewed the basics of the campus alert system. He felt that the new policy (APM 95.24) developed last year, was working well. They do emergency notifications and warnings in compliance with the Clery Act. A question was asked about the developments in Coeur d'Alene when a former UI student was a murder suspect. Should we have been alerted? Mr. Dorschel noted that he was notified that the man hunt involved a former UI student only after the fact. He recommends using the warning system when he is notified by law enforcement of a possible threat. In this particular case, there was no indication that the former student was a threat to the campus. A Senator commented that he recognized this student, but was unsure whether, or to whom to report his concerns. Mr. Dorschel responded that the UI emergency number was available on a 24/7 basis. He encouraged anyone who becomes aware of connections to campus, or has concerns about news unfolding in the media, to please call the emergency number.

Adjournment: Chair Teal entertained a motion (Folwell/Brewick) to adjourn at 5:16. The motion passed unanimously.

Don Crowley, Faculty Secretary and Secretary to the Faculty Senate

M. FAMILY AND MEDICAL LEAVE FOR TEACHING, RESEARCH, AND GRADUATE ASSISTANTS.

M-1. Family and medical leave may be requested by an eligible teaching, research, and/or graduate assistant for the following reasons:

- **a.** birth, adoption or foster care placement of a child;
- **b.** parenting to care for or bond with a child within twelve (12) months following the birth, adoption or foster care placement of a child;
- **c.** to care for an immediate family member as defined in [A-3] of this policy with a serious health condition as defined in [M-5] of this policy; or
- **d.** because of the teaching, research, or graduate assistant's own serious health condition [M-5].

M-2. Family and medical leave for teaching, research, and graduate assistants is paid for by the department at no less than 80% of the assistant's regular stipend, to be paid by the funding department or agency. Payment exceeding 80% is permitted at departmental discretion.

M-3. Eligibility. If the teaching, research, or graduate assistant has been employed by the university for a minimum of two (2) semesters and has worked at least 20 hours per week during the two semesters prior to the requested leave, the teaching, research, or graduate assistant is eligible for family medical leave.

M-4. Length of Leave. A maximum of up to six (6) weeks or a total of 120 hours of paid family medical leave may be granted to teaching, research, and graduate assistants during a single academic year. The length of unpaid leave following this period is to be determined by the academic unit(s) through which the teaching, research, or graduate assistant is hired.

When both parents are employed at the university as teaching, research, or graduate assistants, family medical leave taken for childbirth/parenting consists of a single benefit of up to a total of six (6) weeks for either parent (but not both parents, see M-15) or the single benefit may be shared between the parents. Up to ten (10) days of leave may be available to either parent for "parenting" (the bonding period after child birth related disability or for a non-birth mother or father. [C-7.f.]

M-5. Definitions.

a. "Serious health condition" is defined as an illness, injury, impairment or physical or mental condition that involves any period of incapacity or treatment connected with in-patient care (i.e. overnight stay) in a hospital, hospice, or residential medical-care facility, and any period of incapacity or subsequent treatment in connection with such in-patient care; continuing treatment by a health care provider, which includes any period of incapacity (i.e. inability to work, attend school, or perform other regular daily activities) due to a health condition (including treatment for or recovery from) lasting more than three (3) consecutive days; and any subsequent treatment or period of incapacity relating to the same condition, that also includes:

1. treatment two (2) or more times by or under the supervision of a health care provider; or one treatment by a health care provider with a continuing regimen of treatment; or
2. pregnancy or prenatal care. A visit to the health care provider is not necessary for each absence; or
3. chronic serious health condition, which continues over an extended period of time, requires periodic visits to a health care provider, and may involve occasional episodes of incapacity (e.g. asthma, diabetes). A visit to a health care provider is not necessary for each absence; or

4. permanent or long-term condition for which treatment may not be effective (e.g. Alzheimer's, a severe stroke, terminal cancer). Only supervision by a health care provider is required, rather than active treatment; or
5. absences to receive multiple treatments for restorative surgery or for a condition which would likely result in a period of incapacity of more than three days if not treated (e.g. chemotherapy or radiation treatments for cancer).
6. parenting. "Parenting" is defined as the period of bonding that occurs within the first twelve (12) months of the birth, adoption or foster placement of a child in the family and ends twelve (12) months after birth or placement of an adopted or foster child for either parent. A teaching, research, or graduate assistant who has given birth may be eligible for family medical leave related to child-birth disability and may continue leave followed by a period of bonding or parenting which begins at the expiration of the disability of the birth mother and/or child if applicable. Up to ten (10) days of sick leave may be used by either parent for the bonding/parenting period (C, E-7 and M-3). *(ed. 12-13)*

b. An eligible teaching, research, or graduate assistant includes any assistant who meets all of the following criteria:

1. has completed two (2) semesters of service with the university as a teaching, research, or graduate assistant, and
2. has worked at least 780 hours during the two (2) semesters prior to the commencement of the requested leave, and
3. returns to work from the approved leave for at least thirty (30) calendar days.

M-6. Health benefits continued during family medical leave on the same basis as for any similarly situated teaching, research, or graduate assistant who is actively at work, regardless of whether the teaching, research, or graduate assistant is using other forms of accrued leave or taking leave unpaid. The teaching, research, or graduate assistant's share of cost for health coverage is the amount that is typically payroll-deducted for the teaching, research, or graduate assistant's own coverage and/or coverage for his/her dependents. The teaching, research, or graduate assistant is responsible for payment of these amounts during leave. Payroll deductions will be continued for any portion of the leave that is paid. During any portion of leave when no pay is received, the teaching, research, or graduate assistant must make arrangements to self-pay these amounts.
M-7. All qualified absences, including those due to a work-related injury, will be considered as family medical leave.
M-8. If there are reasonable circumstances to support that a teaching, research, or graduate assistant's absence qualifies as family medical leave, the university has the right to classify such absence as family medical leave.
M-9. When the need for family medical leave is foreseeable, a teaching, research, or graduate assistant must request an application for family medical leave at least thirty (30) days in advance of the need for leave. Application assistance is available from Benefit Services. When events are not foreseeable, teaching, research, or graduate assistants must provide as much notice as is possible. Application for family medical leave after a return from absence is not recommended; rights to preserved employment and benefits may be adversely affected. In any event, absent extraordinary circumstances, an teaching, research, or graduate assistant may not claim an absence as a qualified family medical leave event unless done so within the first two (2) days of return from an absence.
M-10. When leave is taken for personal illness or to care for an immediate family member with a serious health condition, leave may be continuous or intermittent and may include a reduction in hours worked. For intermittent leave, the teaching, research, or graduate assistant must provide certification from the health care provider caring for the teaching,

research, or graduate assistant and/or family member stating the leave must be taken intermittently. Teaching, research, or graduate assistants needing intermittent leave must attempt to schedule their leave so as not to disrupt university operations. The university reserves the right to assign a teaching, research, or graduate assistant to an alternative position with equivalent pay and benefits that better accommodates the teaching, research, or graduate assistant's intermittent or reduced leave schedule.

M-11. Teaching, research, or graduate assistant on family medical leave are required to provide documentation to Benefit Services as requested, including intent to return to work. During leave, the university may require a teaching, research, or graduate assistant to re-certify the medical condition that caused him/her to take leave. A return-to- work release from the health care provider is required before a teaching, research, or graduate assistant absent due to his or her own serious health condition may return to work.

M-12. Family medical leave requests for medical treatment or care giving requires certification from the health care provider documenting medical necessity.

M-13. Family medical leave requests for parenting must be approved in advance and completed within twelve (12) months of the birth, adoption, or foster care placement of a child.

a. Shared leave under L of this policy may not be used for the purpose of parenting; however, shared leave (if granted) may be used for the disability period related to childbirth.

b. Intermittent leave or reduced work schedule requests for parenting may not be granted, or may be cancelled by the university with thirty (30) days written notice, based on business needs of the university.

M-14. Family medical leave taken by two (2) teaching, research, or graduate assistants to care for a new born child or child placed for adoption or foster care or to care for a family member who has a serious health condition consists of a maximum six (6) weeks of leave for each assistant.

M-15. If the university obtains information from a credible source, such as the workers' compensation authority, disability carrier, or a medical practitioner, that alters, changes, casts doubt, or fails to support continued leave or the leave application, the university has the right to:

a. revoke leave;

b. not grant leave;

c. require new evidence to support the leave request;

d. require the teaching, research, or graduate assistant to return to work if the leave is not substantiated; and/or

e. when appropriate under applicable employee discipline policies [FSH 3910, 3920, and 3930], take disciplinary action, up to and including dismissal.

M-16. Upon return from family medical leave, teaching, research, or graduate assistants will be assigned to their same or similar position with equivalent pay and status with or without reasonable accommodation, as appropriate, in accordance with the Americans with Disabilities Act. Job reassignment must be coordinated with Employment Services and approved by the AVP for Human Resources or designee. The university has no obligation to restore employment to temporary hourly (TH) or other employees if the employment term or project is over and the university would not otherwise have continued employment.

M-17. Family medical leave is not intended for individuals who do not plan to return to work. A teaching, research, or graduate assistant who applies for and is granted family medical leave and fails to return to work for at least thirty (30) days upon the expiration of their family medical leave period may be obligated to repay the costs of health coverage provided by the university during any portion of family medical leave. If the university is notified that the teaching, research, or graduate assistant does not intend to return to work, the family medical leave period will terminate immediately and the teaching, research, or graduate assistant will be separated from employment on that date. Medical, dental and under some circumstances Health Care Spending Accounts may be continued through the Consolidated Omnibus Budget Reconciliation Act (COBRA). Options for life insurance portability or conversion may also be available. Job separation under these circumstances will result in a lump sum payment of annual leave and/or compensatory balances. In addition, the teaching, research, or graduate assistant will no longer have a right to restoration to the same or equivalent position. The teaching, research, or graduate assistant is responsible for contacting Employment Services to arrange for an exit interview.

WASHINGTON STATE UNIVERSITY

SHORT TERM PARENTAL LEAVE for GRADUATE STUDENTS

The Graduate School
French Ad. Room 324
PO BOX 641030
Pullman, WA 99164-1030

The Graduate School
Phone: (509) 335 -1446
Email: gradschool@wsu.edu
Fax: (509) 355 -1949

Name: (Last, First MI)		**I.D. Number:**
E-Mail Address:		**Phone Number:**
Program:	**Degree:**	**Doctoral:** ☐ **Masters:** ☐

Campus: Pullman ☐ Tri-Cities ☐ Vancouver ☐ Spokane ☐ Online ☐ **Int'l (F-1/J-1) Student:** YES ☐ NO ☐

NOTE: Short-term parental leave may be granted to graduate students for the birth or adoption of a child for up to four consecutive weeks directly before or after the event. If both parents are WSU students, only one parent may take parental leave, or the four weeks may be shared between them; however, each student must submit a separate leave request form. Refer to the Short-Term Parental Leave Plan at: http://gradschool.wsu.edu/. *Please make sure to attach your agreed-upon Academic Plan to this form before submitting it to the Graduate School.*

Requested Parental Leave Dates: From________/_______/_______ To_______/_______/_______

Are you currently on an assistantship appointment? YES ☐ NO ☐

Your reason(s) for requesting leave: ☐ Birth of child ☐ Adoption of child

Is the other parent a graduate student at WSU? YES ☐ NO ☐ If yes, please provide:

Name:_______________________________ Academic Plan:_______________________

The above information is accurate and correct to the best of my knowledge.

____

Student Signature **Date:**

Program must complete the following section:

***NOTE: Replacement funds can only be requested for the Academic Year (Spring and/or Fall)*

Are replacement funds requested? YES ☐ NO ☐	**Academic Plan attached:** YES ☐ NO ☐
Current Funding Status of Student: ☐ TA ☐ RA ☐ Other GA	
Position Account Information: *Please provide Program, Budget and Project Numbers:*	
______________________________ **Advisor Signature** **Date:**	______________________________ **Program Chair** **Date:**

Graduate School: Approved ☐ Denied ☐

____

Dates of Approved Leave Signature Date

International Programs Approval: ______________________________ **Date:** ____________

2016-17 Committee Nominations

Faculty Affairs – Mike McCollough (Business)
Intellectual Property – Bernard Stumpf (Physics)
Sabbatical – Tanya Miura (Biological Sciences)
Student Appeals Committee: Kristin Haltinner (Soc/Anth), Magdy Noguera (Business), John Rumel (Law), Steve Saladin (Counseling/Testing)
SDRB – Steve Shook (Business)
Teaching & Advising – Ibtesam Hussein (IPO)
Ubuntu – Jeff Dodge (Law)
UCC – Tara Hudiburg (CNR)
University Budget & Finance – Peter Allen (Chemistry), Andrew Nelson (CNR) (pending) Erin Stoddart (Library)
UMCC – Dilshani Sarathchandra (Soc/Anth)
Parking – Laura Holyoke (Education)

Staff:

10-Americans with Disabilities	Staff	Mandi	Coulter	PDL/3169
18- Borah	Staff	Erin	Rishling	IPO/1250
20-Budget	Staff	Mary	George	ITS/3155
24-Classified Position Appeal Board	Classified Staff	Tammi	Johnson	IPO/1250
51-Grievance for Student Employees	Staff	Kay Dee	Holmes	OSP/3020
66-Parking	Staff	Jose	Almada	ITS/3155
66-parking	Staff	Lucy Zoe	Jones	IPO/1250
93-SDRB	Staff	Richard	Gayler	OSP/3020 Research/3020

SBA

Senate	Joseph Dallas	Law	Dall7676@vandals.uidaho.edu
Univ. Budget & Finance	Safa Riadh	Law/2321	Riad4889@vandals.uidaho.edu
Ubuntu	George Moreno	SBA	more4409@vandals.uidaho.edu

University of Idaho

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MEMORANDUM

TO: Randy Teal, Chair, Faculty Senate
Liz Brandt, Vice Chair, Faculty Senate

FROM: John Wiencek
Provost and Executive Vice President

DATE: May 3, 2016

SUBJECT: Items for Faculty Senate

This is a request for approval by Faculty Senate. The following members of the faculty have been recommended for sabbatical leave for 2015-2016:

NAME	DEPARTMENT	TERM
Ahmed Abdel-Rahim	Civil Engineering	AY 17-18
Wendy Couture	Law	Spring 2017
Max Dakins	Environmental Science	AY 17-18
Somantika Datta	Math	Fiscal Yr. 17-18
Jakob Magolan	Chemistry	Fall 2017
Stephen Miller	Law	AY 17-18
Deborah Stenkamp	Biological Sciences	Spring 2017
Donald Tyler	Law	Fall 2017

cc: Don Crowley, Faculty Secretary
Ann Thompson, Faculty Secretary Office
Mary Stout, Provost's Office
Jill Robertson, Budget Office
Jeff Dodge, Chair, Sabbatical Leave Evaluation Committee

My Report

Last Modified: 05/09/2016

1. 1. How well does the current 5-point (A-B-C-D-F) grading scale used for UI undergraduate classes accurately reflect your evaluation of individual student performance?

#	Answer		Response	%
1	Excellent		31	12%
2	Good		76	28%
3	Average		64	24%
4	Fair		49	18%
5	Poor		49	18%
	Total		269	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.03
Variance	1.66
Standard Deviation	1.29
Total Responses	269

2. 2. Have you ever taught at an institution that used a plus/minus grading system (A-, B+, B, B-, etc.)?

#	Answer		Response	%
1	Yes, community college		6	2%
2	Yes, 4-year college or university		166	62%
3	No		97	36%
	Total		269	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	2.34
Variance	0.27
Standard Deviation	0.52
Total Responses	269

3. 3. Do you believe a plus-minus grading system would (choose all that apply):

#	Answer		Response	%
1	Allow faculty members greater precision in assessing student work.		211	78%
2	Promote student learning by providing an incentive to work harder for a plus grade or to avoid a minus grade.		166	62%
3	Increase the time that faculty members spend grading.		76	28%
4	Lead to more student appeals of grades.		95	35%
5	None of the above.		13	5%

Statistic	Value
Min Value	1
Max Value	5
Total Responses	269

4. 4. Please list two potential benefits of giving plus/minus grades?

Text Response
In classes where most students perform at the B/C level, allow greater differentiation between high and low performances. If students know a B+ is worth more grade points than a B, there's more incentive to work hard until the end of the semester and not slack off.
increased differentiation between students potential increase in motivation for students to push for the next grade
Gets student's the grades they deserve.
I can't think of any.
more accuracy better encouraging good students
Provides more precise evaluation of student performance. Distinguishes student in the plus or minus category
Better distribution of grade scale; More accurate representation of students' efforts.
The only potential benefit i see write now, is if the student is on the boarder of A and B, we cannot bump them to A, cause it is unfair for students who really worked hard to get a A and unfair for the student that they will loose motivation for later classes as they land on the same grade as some one who did not work enough hard as them.
Better ability to distinguish different levels of work. Makes smaller assignments more meaningful.
Greater accuracy in grading - clearer differentiation in assessment!!! I do like the idea that students might work even a little harder to get the +
-less rounding up of grades by faculty -more impact on students being able to increase GPA without having to earn an A
It is more fair, currently someone earning a 71% and 79% end up with the same grade. The current system isn't dynamic enough.
More accurate assessment. No longer would a 79.5% and an 89.4% receive the same grade. Would provide motivation for students to do more than "just get by."
precision
1. Would provide a more accurate assessment of student performance. 2. Better communicate to potential employers and graduate schools the academic performance of students.
More precision, really the only benefit, but it is important.
1. I believe that a 71% and a 79% are two very different scores and reflect very different levels of learning. 2. Students will strive harder for A's or A- over B+.
I find it highly unfair that a student earning an 88% is lumped in with a student barely squeaking an 80%. I actually think this will reduce grade inflation and student appeals, since at least their grade will look different from their slacker buddy who currently gets the same grade for less effort.
Better precision for evaluating student performance
This is too discrete, with tiny differences leading to massive GPA consequences, thus less agony deciding between borderline cases. This would put a real premium on As to be close to a 4.0.
Better reflection of grades earned
None.
Better correlation between the percent grade and the letter grade. That is the only advantage I can think of.
Rewards students who have done higher levels of B or C work. Deters grade inflation in which a student who has done B+ work is given an A because of the contrast with a student who has done B- work.

More accurate reflection of student work. Encourages students to work harder.
More accurate feedback will be necessary, leading to increased student learning Greater student buy-in, in some/many cases, to their grades
Faculty will be able to feel better about their grades Students will feel better about getting a minus grade rather than being dropped down a level
More detail on the student grades. Better understanding of borderline grades
Closer assessment of the students ability in the class. Allow for incentives and decentives
1) Better reflects actual student performance, particularly in courses where majority of the student work is in teams/groups. Reflects distinction between levels of effort that students can clearly understand. 2) Provides closer tracking of performance for students who are struggling to maintain passing grades, thereby allowing students to better understand when they need to be proactive about improving their performance.
1. Especially at midterms, it would more effectively communicate to advisers and to the student how the term was going. There's a big difference between a C+ and a C- in a class. 2. It could potentially lower the grade-grubbing phenomenon if students understood that as far as their GPA went there was little difference between a B+ and an A-, unlike the giant leap that an A to B is.
None - just more confusion and inequity.
The difference between a B- and a B+ is considerable. I have long felt that plus and minus grades would be fairer to students. The other benefit would be that I'm sure we would deal with less student appeals of grades. Although I have not taught at an institution that used a plus/minus grading system. I have attended a university that used plus/minus grades, and as a student, I felt it was much fairer than the college I attended that did not use plus/minus grades.
Avoids inflation of GPAs at the top end; Enables me as instructor to differentiate between levels of achievement.
Delineate more accurately the rank of students Reward the highest achieving students
My biggest problem with the lack of a plus/minus system is the difference between a B+ and a B- student. With general grade inflation, C students at Idaho get B's. It would be nice to be able to distinguish them with B- grades while still allowing for B students to earn B and B + grades.
Enables faculty to more accurately assess student performance. Rewards students much more accurately. (An A- or B+ is much better than a B)
More accurately describes student performance. It never really feels right to give a student who earns 89% the same grade as a student who earns 80%. Students may have greater motivation to work towards the next highest grade.
1. Giving a plus/minus can prevent gross exaggerations of grades - both inflated and deflated. 2. The plus/minus grades can lessen the work time for professors seeking to be accurate and fair.
Greater differentiation among levels of student performance is the only benefit that occurs to me
More nuanced and flexible
The grades will be more fair and precise. For example, if a student earned 90%, in the current system, he/she gets an A just the same as a person who earned 100% and worked very hard all semester.
Essentially covered in question 3.
1. Allows the instructor to make finer distinctions and to recognize extra effort. (Or less effort.) For instance, with many assignments involving group work, and often with one or two people carrying the load, this would allow for those two people to get B+ while the rest of the group gets a B, without having to give, say, 2 A's and 3 B's, which seems much more controversial and confrontational. 2. Potentially smoother curves in classes that are curved.
- allows for more accurate assessment] -greater differentiation between students (there is a difference between a B- and B+ student)
Plus/minus grading does allow for more precision in assigning grades and helps to identify more

closely the excellent student from the more average student.
For graduate students, I think it will show important differences between top students. Will help decrease grade inflation.
Better discrimination between performance levels Greater accuracy
1) The difference between student performance at the high end of a grade (e.g. B+, just below achieving A-) and the low end of the same letter grade (e.g. B-) is significant. Currently, both sets of students receive exactly the same grade (B) which fails to reflect the difference in achievement. 2) ~40% of my students slack off during the last 3 weeks of the semester because once they have secured a 'B', no matter how low of a 'B-' it might be, they no longer have incentive to continue working in the class.
When a student is a few points from a higher grade, there will be some indication of that achievement
Precisely/accurately reflects student progress in course. The range of accomplishment within the B range for a course is very very wide, such that assigning a B requires quite arbitrary cutoffs at either end of its grading scale. It will motivate students to discuss grades--not JUST appeal, but talk & consider! Right now, a student content w/a B or C has no incentive to strive for a B+ say, or a B-.
I see no benefits at all, to be honest. I already inform my students of their final percentage, which leads to their final grade. They already know where they stand. Adding a plus/minus system is absolutely pointless. Perhaps cracking down on professors who negligibly leave students in the dark re: their grade would be a better solution. I update the grades on BbLearn WEEKLY, yet I have students who claim that some of their other professors don't even let them know their midterm grades. Crack down on THAT, please, rather than pursuing this misguided idea.
More accurately reflect student performance. I hate giving students that are only 1% away from each other a full grade difference while including students 9% apart from each other in the same grade category. This by itself makes it worth moving to a plus/minus system in my opinion. Overall GPA will be more reflective of performance.
Too often I have a student at the borderline between two letter grades. Plus and minus will solve this and give a far more accurate picture of a student's accomplishments.
Acknowledge top 2% of student excellence with A+ grades. Provide more degrees of freedom in awarding grades.
1) Will likely represent more accurately the grades of students -- the vast majority who fall between grading levels -- not just in individual classes but across total GPA; 2) Will allow UI to adopt similar standards exercised at more prestigious and rigorous public universities; 3) Incentive students to do better.
Could help alleviate some of the challenge of dealing with borderline grades. Would provide more grade information to students.
I do not believe there are benefits to grading with the plus/minus system
"A" students, whether they are low "A" or high "A", clearly rise above the group. I don't think an A- or A+ would provide additional ancillary support to distinguishing the preeminent students. However, in my experience, there is a clear quality difference between a "B+" student and a "B-" student and it would be helpful to designate between those two student groups.
1.) Allow for a greater discrepancy between grades. I feel there is a huge difference between, for instance, an 80 and an 89. That's 9 points, but they receive the same grade. 2.) Students who go to law school may be judged against other students who are on a plus/minus system, putting UI students at a potential disadvantage
5 points scales are too crude and mask variation in student performance. Adopting a more precise scale is a meaningful way to address perceptions of grade inflation by stakeholders outside the university.
More accurately reflect student performance. Provide better feedback to students.

Greater precision in assessment Does incentivize students to perform better Greater fairness to students since allows for finer delineations in performance
1. There is a big difference between a B- and a B+. This system will more accurately assess the grade the student earned. 2. This may also stop grade inflation
I don't see any benefits with giving plus/minus grades. We have to stop complicating things around here, students have an entire semester to keep/improve their grades. If they get a C in the first exam, they already know that need to work harder for a B and even an A. If we embrace plus/minus grades, then a student earning a C- in the first exam, that gets a C+ in the second exam and a B- in the third exam, it is not going to earn an A for the class. It is a sense of false improving performance in my opinion...
It allows us to better reflect student performance in a course. There are times a high borderline student did not earn a full A, but was close. A grade of B+ or A- more accurately reflects their performance and differentiates them form the B- student.
As a scientist I always prefer more resolution in my measurements but only if it the added precision is meaningful. For example measuring the distance between Moscow and Pullman in nanometers provides no useful information. I think a +/- grade system could be within the range of appropriate resolution giving meaningful precision. A +/- system might reduce student anxiety in classes or programs in which the is quite a bit of grade-inflation since the instructors and professors could give a B+ to those students who were close but not close enough to get an A-
Students who do well, (A +'s) would be happy with the distinctions. Students who get that "Minus" on a letter grade, may work a little letter.
1) It is easier to distinguish how a student did throughout their college career when GPA is calculated using a more fine scale... but really, who cares about GPA after graduation. This seems like a moot point. 2) I simply cannot come up with a second reason that a +/- system is beneficial. Even the first reason I gave is a poor benefit.
1) more precision 2) lowers the stakes of individual assignments (fall from A to A- is not as bad as from A to B)
Grades in general have been inflated. As a result, a lot of students may receive a grade of B in a course, thereby grouping a fairly wide range of quality under one grade. A plus/minus system would allow greater separation of these groupings. My feeling is that a plus/minus system would also encourage students to not simply meet minimum requirements for a particular letter grade.
can't think of any
ACCURACY: the ability to be more specific about what grade a students has earned. LESSENED GRADE INFLATION: faculty will be less likely to grade students upward, because they'll have the ability to be more specific.
Students at the bottom of a letter grade have more incentive to try harder, and students towards the plus end have more incentive to least keep attending/working at the end of the semester so they don't drop lower.
Provide better precision for work that is just above the given grade
Administration can tell students they made a change. No other benefit
1) Greater precision and reflection of grade that was earned - my grading system currently is set up to easily accommodate this. 2) Justifies detailed feedback I currently provide to students on assignments throughout semester
It will increase the precision with which students are evaluated for specific course, but not for the overall program of study.
Many times the students score 85+, but still get B. Having B+ or A- will help to grade them with better resolution. The efforts of the students are recognized in a better way by the + /- system. It helps motivate the students further.
None and none
Better evaluation More incentive for student to study

Only advantage is that it allows better distinction of student performance e.g., show the difference between a 79% and a 70%.
THERE ARE NONE
1- More precise evaluation of student work. 2- GPA would more accurately reflect student work.
students at upper end of grade range feel rewarded as all B's no longer represent the same grade.
Allows you to more precisely indicate student achievement. Better reflective of how a student does in course
Clearer determination of students' level of knowledge and skill. More refined assessment of overall course in meeting students' knowledge and learning outcomes
There is a wide range of learning and performance that can result in a given letter grade with the current system, which results in the student with a 71% looking exactly the same (in terms of transcript and GPA) as the student with a 79%). The plus/minus system would allow for greater differentiation within each of those broad categories. Unless the end-of-semester activities have a substantial impact on the overall course grade, it is often the case that it is not mathematically possible for a student to move up (or down) by a letter grade based on performance on the final exam (or the last few course requirements), so some students simply stop participating or completing course activities at that point. I prefer to distribute the course points throughout the semester, so the plus/minus system would allow the end-of-term activities to have an impact on the grade without requiring that I make them disproportionately important. I am listing this as a benefit, but I think there may be better ways to achieve the desired outcome of "incentivizing hard work."
I am not sure there are benefits of plus/minus grades other than it would more finely separate students who were excellent from those that were exceptional (a distinction I am not certain is worth making). As an undergraduate I attended a school with +/- system and had to have a 3.8 GPA to retain my full ride academic scholarship. It made every point on a multiple choice exam matter, where if simply achieving an "A" would have assured my 4.0, that would have been far less stressful than needing to make sure I did not have more than one A- per term.
Having worked with the plus minus system before, I don't see clear benefits to either students or faculty.
It allows for greater differentiation and accuracy in the grading process. I grade on a points/percentage system and giving a student who ended up with a 99% in the class the same grade as someone with a 90% doesn't seem accurate or fair. That's it.
Students that are on borderline grades would receive the benefit of a plus. Additionally, there is a distinction between students working for an 80 percent versus an 88 percent, this would show that distinction.
The two I marked above
Overall it's just more fair. For example, there needs to be a means to distinguish a student that barely meets the requirement for an A (i.e., a high B) from a student that barely earned a B (i.e., a low B).
Number 1 above: more precision in grading. Hopefully, increase student incentive to work harder.
It helps the students on the "fringe" of whole letter grades (89%, 91%, etc.). It might be an incentive for students to try harder at the end of the semester to get the + or get rid of a -.
Reduction of grade inflation Easier to grade effectively
1. better evaluation 2. work harder
The difference between an 89 and an 80 is immense, and giving both students the same grade seems unfair, which I think leads to a lot of grade inflation. It's always easier to round up than down. And I do strongly believe that students would feel the incentive (which our students desperately need more of) to try to push for the next higher grade.
1. More accurate reflection of a student's quality of work and effort. 2. Better feedback for

students about their progress at a subject.
It might more accurately represent the quality of a student's work. I'm just not coming up with a second benefit.

Statistic	Value
Total Responses	218

5. 5. Please list two potential drawbacks of giving plus/minus grades?

Text Response
Yes, more time to grade to be sure the percentage matches the +/- scale. And students with entitlement complexes might quibble more over minor assignments if they think they need the points.
increased faculty time in determining grades lower gpa for A- students
none
more time for little value. i don't believe employers care.
More time in grading; developing rubrics. Student appeals to inflate grade.
I cannot think of ant.
I do not think there are drawbacks.
I don't have any!
I don't see any.
More time grading. More time dealing with grade complaints/requests for changes.
more work to faculty hard to find a standard
None
More complex grading formulas. Definitely will take more time, particularly in large classes. I teach a 100-level course with more than 100 students, so time is an issue.
1. I believe there are NO drawbacks to this system and I have advocated for students to make this a reality over the past 2 years that I have been here.
Transitioning will be a drag for students caught in the middle of the change, perhaps. Maybe(?) some faculty would have to change the way they calculate grades? I have always used points/percentages, so can't imagine this changing my work at all.
Increased student quibbling and stress over grades (anything less than an A will ruin a 4.0 GPA, especially if A+ is also considered a 4.0)
Can't think of any
Students already beg for points they didn't earn and this can make that even worse. Students will then be more concerned about points in the class rather than learning the material.
More students appeals. Biggest issue I see is grade inflation. Most teachers tend to do a little bumping (e.g., up to 0.5%) for students that tried hard. The plus/minus system gives more places to consider bumping and thus leads to grade inflation.
As teachers or as an institution, we would need to have more clear distinctions of what constitutes the boundaries. Also, more grade grubbing!
Students so concerned with the A+ vs. the A that they struggle to find balance "Lead to more student appeals of grades" hits the nail on the head
Takes more time to determine the cut-offs
More work for the faculty to establish grades
Current system is established. Effects on grade point average of student for future academics.
1) Having worked in an R1 university that uses this system, I can honestly say I see no drawbacks whatsoever, only potential benefits.
1. Having used this system before, I really can't see any drawbacks of moving over. It might take slightly longer to input grades into Vandalweb. Though, I've never understood why you can't download your Bblearn grades and then upload your grades onto Vandalweb--that's what we did at my previous institution and it was so much easier for very large classes.
Trying to be too specific on assessment. Not practical, won't be consistent across the board, and is not needed.
I honestly cannot think of any potential drawbacks.
Students at the top end of the GPA spectrum will be impacted; Adjustment period will be

needed.

Appeals More accurate grading and assessment

None.

Having used as +/- system at the university level for 19 years prior to coming to UI, I do not believe there are any drawbacks. The system allows faculty to be more accurate and ultimately rewards students much more effectively than the ABCD system.   It also greatly reduces the possibility of grade inflation!

Can't think of any.

1. It is not universally applied throughout the US 2. ?

As noted above, I am confident it will lead to a greater number of students whining and cajoling to be bumped into the next higher grade category (because there will be more grade categories), and then then unhappy when the professor refuses. Research actually shows that the unhappiest individual on the olympic medal podiums is the silver medalist, because the silver medalist is looking at and wanting that next level up. More grade levels may create more silver medalists.

Potentially more time grading

Can't think of any

Essentially covered in question 3.

Grade inflation/watering down of grades Increased whinning and arguing about the grades from students.

1. My experience is that there will be a lot more kibitzing and grade creep. It is a lot harder to argue from a B to an A than from a B to a B+ or even a B+ to an A-. You are really opening the grading system up to arguments about splitting hairs. 2. My experience is that plus/minus grades are often handed out subjectively and that they enable subjective grading. Again, one presumably has to have a hard rationale for assigning an A vs a B. Plus/minus opens the door to soft rationales (I feel like this student put in the extra effort, was most improved, etc.) and soft rationals are more subject to unintentional bias and even arbitrariness.

- students might see their gpa's fall slightly - there may be slew of complaints if the system is enacted

From my experience, there is MUCH more student appeals of grades, and the "oh, but I am SO close" confrontation that takes an enormous amount of instructor time. And, I taught at a community college in Washington where ALL post secondary schools used the same grading scheme. If UI was to adopt a plus/minus system, and yet other Idaho institutions did not, transfer credit concerns and comparisons would be huge. Entrance into some graduate programs require at C+, but do not allow a C or C- grade (nursing for example). So if UI had a plus/minus system and a 76.0% student (a C) had to retake the course to apply (vs. a 76.5% student as a C+ did not need to retake) vs. another institution student that did not use plus/minus earned anywhere from a 70.0 to a 79.4% and did not need to retake. This could cause some major issues.

More 'errors' with such detailed grading. More time - consuming.

None

1) Students might whine about the grade they receive. News flash: these will be the same students that whine under the current grading system. In addition, some UI employees (nonstudents) who do not teach nor evaluate student understanding nor assign grades will complain about the grading. 2) This will likely add a little more time to the assignment of the final grades in each course. For me this would be a fair trade (a modest amount of time at the end of the semester for the ability to assign plus/minus grades).

Students did not want this when we asked them in the past I teach five courses and developing new grading rubrics will add considerable time to evaluation throughout the semester not just for final grdes

Students won't like it. Some instructors won't like it.

There is no good reason to make this change. Two potential drawbacks? Where do I possibly begin? 1. A low-A will suddenly not be good enough for some students, so grade grubbing will increase. 2. This will only lead to more grade inflation, not less. This is an incredibly stupid idea. If it's not broke, why fix it?
More grading effort. Benefit makes it worth it.
NONE...I have tried to get UI to do this for YEARS!!!
Administrative computer overhaul to accommodate + and - grades. May lead to grade inflation.
None, except students in the Honors Program will likely oppose the measure. The current unfair system really advantages this group and allows them to inflate and/or maintain artificially their GPAs.
Possible difficulty in parsing out the difference between adjacent minus and plus grade levels. I'm not sure the benefits will outweigh the effort involved in changing to a plus-minus grading system.
In my opinion after using the plus/system for large university gen ed classroom grading, that most students receive a lower grade than they would for the same work on the current 5 point grading scale
Added squabbling and wrangling for grades. "A" students are disadvantaged because there is little or no difference between A-, A and A+ students.
1.) Increases the amount of "complaining" at the end of the semester for grades
Misunderstanding regarding grade. Misinterpretation of grade.
Do not know of any.
1. Students appealing for a higher grade (B vs B-).
1) What an F+ would mean? An F is an F, period! Same thing with an A- versus an A+... An A is an A, period 2) It would complicate grading, you'll have to retrain yourself to judge what is the difference between a B+ or an A-
The low-borderline students -- the A- and B- students would see their GPAs drop. Push back form faculty. -- However, faculty could choose to maintain their current grades and not use +/- and let the rest of us use it.
A definite drawback is that a +/- system will further promote grade inflation. In my classes at the introductory level, the median grade is typically at about the equivalent of a C+. As such the A, B, C, D, F system has sufficient resolution. If we had more subdivisions in our grades, professors and instructors would be more comfortable with a higher median grade since they would feel they have more "steps" to the grading. Also, students will come to expect a higher median grade for all of their classes. If we were to have a +/- system there would be more grade subdivisions at which professors and instructors would look to "round-up" student scores resulting in more grade inflation. This would be ok if there was an equal chance of scores being "rounded-down" but this never happens. Also, there would be an increase in the number of student requests to round-up their grades.
GPA Point Value Changes. Ex) An A+ would be a 4.0, an A and 3.5, and A-3.9 . If students transfer to other institutions, these institutions may not use these system and ultimately hurt the students GPA because those institutions do not recognize an A- and may potentially cause problems. More stress and complaints for and from students. I also had this grading system as a college students, and though I was a good student it was infuriating that it was almost impossible for anyone to get an "A+".
1) Every student is on the verge of getting a slightly better grade and therefore is much more likely to argue for additional points, especially at the end of the semester. 2)Realistically assigning letter grades are a very poor way to show that a student has mastered material. When I was a student I regularly saw people get good grades (3.7 or higher) who really didn't understand the material, while students who truly mastered the material received poor grades (below a 3.0). Changing to a +/- system pushes students to assign value to themselves and the

others around them based on a deeply flawed grading criteria rather than on the fact that they are people and therefore are inherently infinitely valuable. I have seen +/- systems further divide students and create a judgmental learning environment. 3) See point number one again. I can't stress enough how much more students tend to argue their grade on a +/- system.
1) higher frequencies of student complaints. 2) more grade comparisons among students
•slightly more work for instructors
more arguments from students over grades more grade inflation
Faculty will complain, because they don't like to change. Students will complain because they'll benefit less from grade inflation.
As above, I believe it would lead to more appeals of grades by students and increased time for grading
The appeal process becomes more tedious if a students receives a C- average, below 2.0. Increase grading time.
1) Needs detailed grading rubric for students that may not be easy to devise to accurately justify this detail on individual assignments. 2) Could increase grading time. 3) Students in the minus bracket may be inclined to appeal?
It may generate extra work for faculty without a proportional benefit. At the end of each semester and of the program of study GPA's are computed, and they are a good reflection of the overall performance of a student. I believe that a "+/-" grading system in the end will generate approximately the same overall GPA. GPA is usually one of the main criterion used by employers to select students for internships of graduates for employment, so I believe that the "+/-" system will not affect that.
It may take more time for grading. It is not a drawback.
More work to make small distinctions between student performance and does not help or hurt students
None
Faculty time spent to develop and fairly implement a system to distinguish between grades e.g., B-, B, B+. The implementation could differ by course and section. The additional grade margins give many more students incentives to "point grub" to try and move up from a - or to a +.
APPEALS ARE COMMON. THE CUT OFFS BETWEEN GRADES USUALLY CANNOT BE VALIDATED IT HURTS STUDENTS
1- Students appealing to get the minus removed 2- Students feeling more stress when taking an exam or turning in papers.
Students at the lower end of the lower end of grade range don't feel penalized: all B's are treated as equal. It may increase student focus on the details of the grades they earn while decreasing their focus on what they are learning.
I think that overall student GPAs will drop a little Not all faculty would use the system
May be more challenging for practicum, internships, and directed studies that are not "point" driven courses. Potential for more disagreement with students regarding grades - potential for more grade appeals.
With the current grade system there are only a handful of students who make appeals because they are "just 1% away" from the next cut-off. Although I do not make such adjustments and am clear from the beginning of the semester that I will stick to the grading criteria established in the syllabus, I get these appeals every semester. With a plus/minus grading system the number of students who are "so close" to the next grade level will increase. I typically feel comfortable differentiating "A" work from "B" work, "B" work from "C" work, and so forth. However, it is much harder to discriminate a "B+" from a "B" or "A".
Students will now have more anxiety about very small point differences which could move them out of a minus or into a plus situation. Students already struggle to accurately calculate their GPA, this would not simplify or help and would lead to significantly more stress for students and

faculty alike.
Students will haggle over points for the entire semester. Faculty will be swamped with requests for extra credit at the end of every semester.
I see no drawbacks to implementing this system in my opinion. I have used a plus/minus system when I taught at the University of Utah, and the University of Alaska. It is a better option.
Grades would become ambiguous and subjective. Students already feel that grades can and should be "bumped up" because they ask. Pluses and minuses create a grey area and students may mistake this as an opportunity for negotiation rather than viewing their grade as a reflection of their effort/progress in the course.
People might have bias in looking more favorably upon (+) grades than they actually should.
Other than the logistics of switching (which should be minimal), I see no drawbacks.
Calculating grades becomes more complex. Grade disputes will definitely increase.
1. discouraging students moral because of minus grade 2. complicate grading sytem
I really don't see drawbacks; I've taught in both 2-year and 4-year schools that used a plus-minus system (which the checkboxes above didn't allow me to say), and I've seen it work extremely well and reduce grade inflation.
1. Student disappointment at losing half a letter grade. 2. Student GPAs going down so that they miss out on the opportunity for scholarships/grad school offers/etc.
For high achievers, a minus will likely lower gpa. (I was one.) I don't know that grades are ever that accurate. It adds a whole new level of cutoffs and stress. For better accuracy, a number system is probably advisable, where percentages are converted to grade points.
It gives the illusion that we can evaluate student performance with that precision. It becomes harder to decide where to draw the line between various plus and minus grades.
I assume students would not like this at all. Some faculty may need help with clarifying their assessment strategies.
1. Students arguing about grades 2. Introducing an artificial-decision component to grading.
I see no drawbacks.
It is meaningless to distinguish between that many grading levels. Students will be asking for extra credit to make up the difference between a grade levels.
First: How will plus and minus grades be assigned over courses and different majors. For instance, will a B minus in a biology course be given for a student earning from 80 to 83%, but in a landscape architecture course a B minus will be given for a student earning from 81 to 80%? In other words, will the UI Registrar (or some entity) issue EXACT score percentages that earn plus or minus scores? Second: How will students be rewarded for A plus work?? Will A plus be an option? If not, then the entire system is flawed and unworthy of being implemented.
Does not reveal actual solid numbers

Statistic	Value
Total Responses	209

6. 6. Do you believe the University of Idaho should switch to a plus-minus grading system effective in the 2017-2018 academic year?

#	Answer		Response	%
1	Strongly disagree		51	19%
2	Disagree		31	12%
3	No opinion		28	10%
4	Agree		50	19%
5	Strongly agree		109	41%
	Total		269	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.50
Variance	2.44
Standard Deviation	1.56
Total Responses	269

7. 7. Plus-minus systems at U.S. colleges and universities have different scales. If the UI were to adopt such a system, do you believe it should contain the following grades?

#	Question	Yes	No	Total Responses	Mean
1	A+	132	137	269	1.51
2	D-	168	101	269	1.38
3	F+	12	257	269	1.96

Statistic	A+	D-	F+
Min Value	1	1	1
Max Value	2	2	2
Mean	1.51	1.38	1.96
Variance	0.25	0.24	0.04
Standard Deviation	0.50	0.49	0.21
Total Responses	269	269	269

8. 8. What other changes in the University of Idaho's grading system would enhance student learning?

Text Response
More time to submit final grades at the end of the semester. Spring is especially tough if one has a final exam Friday
No grades.
All research credits/independent courses should be graded in P/F
Use of rubrics with clear criteria.
None.
Should also apply to graduate students.
none
The entire grading structure is an artificial construct that reduces learning progress to a simple (really simple) formula that fails to serve non-traditional students/learners.
I believe that the +/- system is a great first step. I also believe that separating lab classes from lecture classes will help grading.
I actually prefer a decimal system, with grades simply being a 3.4, but this would be a huge step in that direction! Very exciting discussion...
Can't think of any
Leaving it as is.
Seems to me that a better solution to higher precision grades is to just go by percent. A student earns whatever percent in a course and that is their grade (e.g., grade of 76 or 92). This system would not encourage grade inflation.
Not sure.
Written evaluations summarizing the strengths and weaknesses of student performance
Greater latitude for offering Pass/No Pass courses for which traditional scalar grading is either not appropriate or not particularly relevant.
Grading systems are not the cause of student learning.
Requiring instructors to use bblearn to post grades would help students. I use bblearn to deliver course materials, but I know many faculty do not, and I have heard from students about how frustrated they are at not being able to easily see their grades. I think faculty should also be required to return graded work within a specified period of time. My students often complain about professors who have not graded any of their work until midterm grades.
Must retake class if earning a D
Get rid of student evaluations so we are not pressured to inflate grades
I think the +/- system would be sufficient
Art & Architecture studios to be pass/no pass
N/A
Actually making grades reflect the percentage of their command of the material
You could allow for instructor comments or, more radically, eliminate grades altogether.
I don't believe that student "learning" is solely based on grade assignment. A grade does not simply tell you what the student learned. Unless there is a majority of critical thinking and retention involved in graded materials. In other words, I don't think a change to a grading system will increase or decrease student learning and/or motivation.
None
No opinion
ability to make a comment on the grading page for students
Not directly related to grading: online course evals are a failure, with woefully low response rates. Make evals mandatory: no completed eval, no grade for the course. OR: bring back in-class evaluation forms.

What a leading question! This question presumes that changing the grading system would enhance student learning, and I STRONGLY disagree with this assertion. Changing to a plus/minus system would do NOTHING to enhance student learning. The grading system that currently exists works well. If you want to enhance student learning, enforce the deadlines for student early warning grades, midterm grades, and PUNISH the lazy/apathetic professors who think they don't need to give students any idea of their standing in class until final grades. Students deserve to have up-to-date information about their current grade and status in the class. Not doing so is inexcusable, and does actual harm to students. A plus/minus system is just putting a different shirt on the same body.

No minus system at all. Only plus system.

Let's do it

None, except that we, as a self-respecting degree-granting institution, DESPERATELY need to implement a plus/minus grading system. It is simply the moral and academically-just thing to do. Period.

I would like to see 2 grades reported for upper division courses. First, the conventional grade that evaluates exams, papers etc. A second grade that reflects attendance, promptness, participation in discussions, teamwork involvement and the intangibles that would correlate well with a student's ability to "plug-in". In other words, a grade that represented my evaluation of them learning a grade not just earning a grade.

Since I did not advise students this year, I am not sure if we do this, but do we send mid term grades to advisors? I found that to be helpful for my students who were struggling so that I could meet with the ones who needed the most help. Maybe if we even just did this for students who were not doing well in classes? We may already do this, if so disregard this comment

Students should be graded by rank in class. For example "5th out of a class of 17" or in the case of regularly offered classes, by percentile of students who have taken the course in the last X number of years. Ideally, the test grades for regularly offered classes should be based on external examinations. The instructor of a course should not do the assessment; he or she should be a facilitator. This will never happen of course and institutions such as ours where the incentives are to retain students and give them as high grades as possible will continue to promote mediocrity.

Not directly grading, but related to assigned grades: The ability to drop courses a little later. My son took a lab course -- and the first meeting was AFTER the drop deadline. It was only after that first meeting that he found out that he signed up for the wrong course. Why the wrong course? Because his "advisor" just blindly lifts students blocks and does not actually advise students.

I would suggest the committee look at having grades reported as a number, a GPA for the course. With a finer resolution than the +/- system, the lack of letter grade labels might reduce grade inflation since the grade will be seen on a continuous scale rather than as steps. The reason I think this could be beneficial to student learning is that there will be no magical threshold to reach score-wise in a class to reach the coveted grade of A which they will need to sustain a 4.0 some other threshold overall GPA. In short, and for lack of a better expression, it would disincentivize students from being "grade whores" who only care about the letter grade and instead have them work to learn as an investment in themselves. My thoughts on this is only speculation and the impact of this having been implemented at other institutions would have to be investigated. Perhaps there is some psychology research results that could be consulted that could provide guidance regarding how instructors, professors and students react and relate to different grading systems and the impact on the student learning (NOT student satisfaction).

Changing the percentage of the letter grades. Example: An "A" 93-100", "B" 92-85 , "C" 84-77 "D" 76-70, "F" 70-0.

1) Actually grading them based on what they learned not on how well they can take a test. 2)

Require that tests be a) doable in the time limit by an average student and b) passable by an average student in the time limit. Test that cannot be passed or completed in the time limit (and consequently are later curved) serve no purpose in assessing student learning. Simply put, they discourage students are are a lazy professor's approach to test writing. 3) Hire instructors who care about teaching rather than only tenure track professors who care about researching and teach because they are required to do so. 4) Require new hires to undergo training on how to teach classes and how to write tests. A PhD qualifies someone to research but we treat it like it also qualifies someone to teach. While many of our professors are outstanding teachers, by no means did their PhD help them become better teachers. Do something to improve the teaching of individual professors. 5) Actually have teaching factor into tenure assessments. I get the goal of tenure is traditionally to protect a professor against controversial research. However, a fantastic teacher who does mediocre research will likely not get tenure while a fantastic researcher who cannot teach to save their life (and frequently hinders student learning) is almost guaranteed to get tenure, thus ensuring that they will continue to be a terrible teacher. Even though we are a research institution, we cannot ignore our responsibilities as educators. Let education factor more heavily into tenure assessments as a means to encourage quality teaching.
the grading system isn't the problem.
If the administration could link BBLearn to Vandal Web so faculty with large classes would not be asked to input their grades multiple times, it would get more participation with early warning reports, mid term grades, etc. We have asked multiple times over the years to have this done, other universities do this and would greatly enhance student experience.
Making Vandal web talk to Bbleanr so I don't have to constantly enter grades in 2 systems - especially with emphasis on retention and getting early warning and mid-term grades out. With desired increase in enrollment of undergrads this is going to continue to be a huge pain - and will get worse unless the UI can get the systems talking. Professors are reluctant to enter grades twice - so nothing goes into Bblearn and the students aren't savy enough anymore to figure their ongoing grade based on the breakdown in the course syllabus (they lack basic math skills and awareness of how assignments tie to their final grade) meaning the students don't know where they stand. They need to know so they can be motivated to enhance their learning.
It is unclear to me how "+/-" system will enhance student learning.
Better teachers. This +- system would not.
HAVE THEM TAKE TECHNICAL WRITING MOST STUDENTS I ENCOUNTER NOW CANNOT WRITE A CLEAR SENTENCE TO SAVE THEIR LIFE
Encourage faculty to assign points for frequent low-stakes quizzes. Encourage faculty to provide more frequent tests (rather than just one midterm and one final).
I am not convinced that grades are what drives student learning at all. I would like to see a focus on internal motivators for learning, rather than on external motivators.
For classes that use BbLearn, do away with "early warning" and midterm grades, and student athlete reports. At age 18+, our students are old enough to take that much responsibility for their learning.
no additional comments.
I do not feel that changes to the grading system are an effective way to enhance student learning.
I think student learning could be enhanced by requiring comprehensive exams prior to graduation that were competency based. That is, getting an A is not as useful as a C that includes the ability to apply the material learned. Adding certificates or badges that students could also list on their resume might be helpful. Having value-added opportunities (e.g., an App building certification or a budget management track).
Early warning grades and Midterm grade reports do a great job of enhancing student learning at present.

The ability to enter more extensive comments than the current system allows would be nice. I frequently want to explain to students (especially those who get poor grades), why they earned that grade, and the current system limits what I can enter.
Forget grading! Please work on getting a student course evaluation system that functions and gives proper feedback to instructors. The response rate is miserably low. It needs to be incentivized so students complete the evaluations!!!
Any opportunity to offer more feedback so students know exactly what is expected and required for success in a class.
A number scale could be more accurate. There would probably still be disputes about grading, and grades are never perfect, so that seems like it would cause more challenges.
?
I cannot image that adding +s and –s has anything to do with enhancing student learning.
Can't think of any.
No idea. Whose idea was it to switch to a plus-minus system in the first place? Do we have WSU - wanna be syndrome?
Showing actual passing grade in numbers (70% et)
Tie the BbLearn grade book system into VandalWeb so that faculty do not have to spend so much time re-entering grades. Grade entering is not a big deal when course sizes are small. But when one has multiple courses with 100+ students, the task is double-entering grades is extremely wasteful. Furthermore, midterm grade reporting would be automatic; the vice provost of academic affairs would not have to nag faculty with emails about entering midterm grades. There are at least two software vendors that provide a connection between BbLearn and VandalWeb (i.e., Ellucian Company LP). Instead, the university administration seems to want faculty work harder rather than smarter....
see these references: Plus/Minus grading implemented fall 2012 at U. Maryland: http://www.testudo.umd.edu/plusminusimplementation.html Implemented fall 2009 at U.Texas: http://www.utexas.edu/cola/student-affairs/news/1876 Minus grades added to reg. and plus grades for a plus/minus system at U.Florida in 2009: http://www.clas.ufl.edu/faculty/minus-grades.html
Cannot think of any at the moment.
None
If the goal is to enhance student learning, adding plus minus grading doesn't seem to be the best solution. I think it will lead to increased focus on grades which doesn't necessarily foster greater learning. If we want to enhance student learning, we need to devote resources to training and development. For example, offer workshops for faculty on active learning techniques, facilitating intellectually stimulating classroom discussions, etc.
I don't strongly believe that all grades are a reflection of actual learning.
Convincing them to be less focused on grades and more on learning.
none
standards based grading. actual training in how to grade based on research talk to the College of Education; they do the research
Adopting the plus-minus system would, in itself, immensely improve our grading system. I see no other necessary changes at this time.
I would like to see transcription of special efforts such as significant service learning, capstone projects- something that distinguishes students who do exceptional work outside of the traditional classroom. This is a transcript issue I suppose, not a grading issue.
The "University" doesn't have a grading system; each faculty/instructor does. Grading systems can not possibly enhance learning. What a question!
Grades should be due biweekly instead of at midterm and final
Immediate feedback and communication from faculty.
N/A

Nothing specific. Any grading system is only as good as the time and care that instructors put into explaining their expectations for earning a certain grade and are fair, consistent, and clear in their assignment of grades.
I'm not certain my suggestion would necessarily enhance their learning, but a standardized grading scheme across the university should be adopted. By that I mean a B = 80-89% (or whatever we decide). Currently a B grade could be 85-90 in one course and 82-90 in another, for example. I have had students complain about this unevenness.
No specific comment here. The +/- grading system would be a big improvement by itself.
At midpoint grade, require a short course evaluation before students can view their grade. The course evaluation should remind student of the courses objectives and if they are being met. It would be insightful if grades they are receiving match with their perception of course objectives and allow instructors to adjust course content if needed.
I'm not convinced that other changes are needed.
Do what Hampshire college does and go to written evaluations instead of grades
None.
1. Ways to automatically take attendance and report attendance automatically to step in to help students with issues. This would also go a long way to solve the Registrar's problem of needing to know the last class a student attended for financial aid and faculty's need to offer an answer to that. 2. Marking on the transcript classes that had significant writing or numeracy requirements.
The University of Washington uses a four-point scale with grades ranging from 0.7 to 4.0. This allows for ultimate precision in grade reporting, and seems to me to be the most accurate with respect to student achievement.
MANDATORY mid-terms grades, or better yet, our own system like a "12 Week Grade Check." Again, make it mandatory! 12 weeks is better than mid-term because it would give us time to score not only mid-term exams but also projects, internships, other activities than normally come in around mid-semester but take a little time to get into the grade book. Over 20 years of college teaching still leaves me amazed at the students who do not know where their grade stands in week 15 of the semester.
N/A
-grade of 'NA' for never-shows. it is simply wrong to fail a student who has never attended of submitted an assignment.
Allow the student to help "self-grade" themselves at the beginning of the course to see where they stand.
A+ does not change the GPA but it still has benefits to the student.
While grades are important feedback to students, ultimately it is the student who chooses whether they want to be engaged in school. My best students work within any system to excel. My worst students do not appear to be motivated by grades. I'm not sure any grading system will make a difference with that student population. My question is whether the plus/minus system would be welcomed by the A and B students?
I am comfortable with what we are using.
Full Professors teaching undergraduate classes with high standards.
Award B+ C+ D+, don't award any - grades.
None that I can think of.
unfortunately I don't know of any good method to encourage disinflation
Leave it alone
students should have a site where they can demand a meeting with their teacher about grades and where the teacher must meet with them within 7d.   of course students can do this any time now, but making it robotic might make it acceptable to their modern behavioral programs
Consistent grading between colleges and units as to what an A means and what a B means.

Statistic	Value
Total Responses	112

9. 9. Which of the following best describes your status at the University of Idaho?

#	Answer		Response	%
1	Tenured faculty		156	58%
2	Tenure-track faculty		53	20%
3	Clinical faculty		26	10%
4	Full-time instructor		19	7%
5	Part-time instructor		10	4%
6	Other		5	2%
	Total		269	100%

Statistic	Value
Min Value	1
Max Value	6
Mean	1.84
Variance	1.57
Standard Deviation	1.25
Total Responses	269

10. 9b. If "Other" was chosen for the question above, please describe your status.

Text Response
can we add only + , not -
Research Associate Professor, but I occasionally teach undergraduate and graduate courses
PhD student teaching as part-time instructor COR science, 4 years
tenured and part time
n/a
tenured faculty and administrator
University Distinguished Professor. You guess.

Statistic	Value
Total Responses	7

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #27

3:30 p.m. - Tuesday, April 26, 2016
Brink Hall Faculty-Staff Lounge & Skype

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #26, April 19, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

- Spread Pay Update

V. Other Announcements and Communications.

VI. Committee Reports.

VIII. Special Orders.

VII. Unfinished Business and General Orders.

- Vandal Alert Protocol (Dorschel)

IX. New Business.

- Teaching/Research Assistant Parenting Leave (McMurtry/St. Claire)

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #26
TA/RA Parenting Leave

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #26, Tuesday, April 19, 2016

Present: Adams, Anderson, Barbour, Brandt, Brewick, Brown, Caplan, Couture (Boise), Crowley (w/o vote), Dallas, Flores, Folwell, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Jeffery, LaPrath, Latrell, Mahoney, Murphy, Nicotra, Stoll, Teal, Staciesiak, Stevenson for Wiencek (w/o vote), Wolf. **Absent:** Boschetti, Chung, Wiencek (w/o vote). **Guests**: 7

The Chair called meeting #26 to order at 3:30. Given that the agenda wasn't sent out twenty-four hours in advance it is necessary to have 2/3 of the Senate approve today's agenda. A motion (Brewick/Folwell) to approve today's Agenda passed unanimously. The Faculty Secretary inserted the following into last week's minutes. "A Senator asked if under E-1 (1) an employee has a child join his or her family before the elapsing of the waiting period, could the employee then take parenting leave (which is permitted within 12 months after the child joins the family)? Ms. Ellers confirmed that this was permitted under this policy." A motion (Stoll/Murphy) to approve the minutes (as amended) from the April 12th meeting passed without objection.

Chair's Report: Chair Teal returned to the annual evaluation forms that we discussed last week. He noted that when the Senate sought to combine the two forms on the table there was another slight difference that had not been discussed. The FAC version of the form stated next to the check box "Faculty Member is meeting the performance expectations as defined in the position description…" while the version he presented stated "Faculty member is meeting the performance expections of their Appointment…". Some members of FAC have expressed a strong preference for their original version and Chair Teal suggests that we accept this portion of the FAC proposal as a friendly amendment to the hybrid form we passed last week. Hearing no objections this revision was accepted.

Chair Teal recognized Senator James Foster for recently receiving the University's Distinguished Professor Award. This was met with applause from his fellow Senators. Chair Teal also recognized Senator Kat Wolf for receiving a Presidential Mid-Career Award. This was also greeted with applause although she was not able to be present today.

Provost's Report: Vice Provost Stevenson stated that she had a longer report than normal today. She drew our attention to various searches that are currently in process:

- Dean of College of Education. Two candidates have been interviewed.
- Vice President for Research and Economic Development. Five candidates will be brought to Moscow and Coeur d'Alene. After the initial visit, some will be invited back for interviews at campus sites in Southern Idaho.
- Dean of College of Graduate Studies. This is an internal search that was posted today.
- Vice Provost for Strategic Enrollment Management. This search is just starting.

Vice Provost Stevenson reminded everyone that we have ongoing student recruitment efforts. UI Bound is this Saturday and Explore Idaho is the week after. Both of these are important recruitment efforts. A Senator asked a question about how these efforts have gone compared to last year. Senator Brewick reported that the first UI Bound was down, while the registration for the one this Saturday is up, so total participation is about the same. Vice Provost Stevenson also reported that the Strategic Plan was basically accepted by the Regents last week. The Provost will report on spread pay next week. She also announced that yesterday five proposals (out of 38) were accepted as Vandal Ideas and will receive startup funding between $40,000-80,000. The winning proposals were:

- Center for Digital Inquiry and Learning: Building Capacity Through Collaboration

- Hydrodynamic Simulator for Brain Therapeutic Development
- Polymorphic Games—An Interdisciplinary Game Design Studio for Vandals
- Theory, Practice and Social Aspect of Reproducible Science
- Visualizing Science

Anyone interested in participating in one of these projects should contact those who submitted the proposal.

Spring 2016 Graduates. The Senate was presented with the list of Spring 2016 Candidates for Degree. A motion (Murphy/Hrdlicka) to accept the list was passed without objection.

FS-16-059: FSH 3050—Faculty Position Description. The Senate was presented with two marginally different versions of a new Faculty Position Description Form. Chair Teal stated that the difference between the version he was presenting, and the FAC version, were mainly formatting. One difference was that the language passed by the Senate last year referring to including learning outcomes on the syllabus was missing from the version FAC had received, but is now included in his version as a footnote. A Senator suggested the research he had seen on presenting information was not favorable to donut charts and he instead suggested that we use bar charts instead. Another Senator stated that he favored keeping the titles from the FSH contained in the FAC version. The reference to "scholarship and creative activities" is more all-encompassing and inclusive of a wider range of research activities. There was a brief discussion of where extramural service like manuscript review should be counted. It was pointed out that the current FSH explanation includes such extramural service as part of outreach. Apparently, this is not widely understood in some areas of the University. A motion (Brandt/Nicotra) was made to adopt the form proposed by the Chair with the changes suggested from the floor. These would include:

- Adopt a bar chart to show distribution of effort
- Retain the four category titles from the FAC version that reflect the FSH

This motion passed without objection.

FS-16-063: FSH 3710—Leave Policy (2014 remaining changes-non parenting). These changes to FSH 3710 are mainly remaining edits to leave policy to ensure that the policy is in compliance with federal law. Vice Chair Brandt read some further edits suggested by HR and the General Counsel's office to clean up the policy after FAC had passed it. There was a short discussion as to whether Staff Affairs had reviewed these changes. The view of the Faculty Secretary's Office was that Staff Affairs had reviewed earlier versions of this policy, but not the recent edits proposed by HR/GC. These proposed edits only came to Faculty Affairs a day ago and the minor edits, read by Vice Chair Brandt, came to the Faculty Secretary's Office late last night.

Most of these changes were editorial, although a question was raised about the wisdom of dropping the term "reasonable" in C-8 and the phrase "within a reasonable period of time" from C-10. After some debate, a motion (Brandt/Flores) was made to accept the proposed edits from HR/GC with the exception of dropping the word "reasonable" from C-8 and the phrase "within a reasonable period of time" from C-10. The motion to accept the edits (with the exceptions above) passed without objection. The proposed changes to FSH 3710 as amended passed without objection.

FS-16-061 (UCC-16-044): Regulation J. Chair Teal welcomed back Professor Kenton Bird to discuss proposed changes to Regulation J. Professor Bird was at the Senate in his role as Director of General Education to propose two changes to Regulation J. This regulation is the section of the university catalog pertaining to general education. The first change in J-3 reflects UCGE's desire to add the university's learning outcomes to the description. Professor Bird noted that in looking at other university catalogs, they frequently include the learning outcomes. In response to several questions, Professor Bird did not think that including the learning outcomes in J-3 would entail any changes in how courses are currently taught. Placing the learning outcomes here provides a preamble to the other general education course requirements that follow.

The second change is in Regulation J-3-e. The goal here was to allow a core science course to be counted as a diversity course. The Registrar's Office suggested that the way J-3-e was written, it would not allow any of the natural science courses to be counted as a diversity course, or an international course. The wording changes will allow a broader range of courses to count as diversity or international courses. The vote on this proposal from UCC was 21-1-3.

FS-16-062 (UCC-16-043): Law Expansion to Boise. Chair Teal introduced Professor Richard Seamon from the College of Law to discuss the proposed expansion of law courses in Boise. The proposal is to begin offering 1st year law courses in Boise in 2017. Currently only 2nd and 3rd year courses are offered at the Boise campus. Currently the College of Law offers two sections of most 1st year courses in Moscow. The proposal is essentially to offer one section in Moscow and one section in Boise for these 1st year courses. To provide the teaching resources, three full-time faculty positions would move from Moscow to Boise and a new full-time faculty would possibly be added to the Boise campus. They are asking to receive legislative funding for the new positions and additional resources necessary to accomplish this transfer. In response to a question from a Senator, Professor Seamon clarified that the funding request was $732,000.

There was some discussion of what would occur if the UI was unable to obtain the necessary funding from the legislature. The answer seemed to be that the College of Law would seek to accomplish what it could through reallocation. This would obviously have to be subject to ongoing discussions and negotiations.
If the proposal isn't funded by the legislature, a Senator expressed concern that this potential reallocation might have effects on other parts of the campus. The point was made that there are various places on campus that could use some reallocation of funds.

A senator wondered that if this was successful, would there be a law school on the Moscow campus ten years from now? Vice Chair Brandt (from the law school) responded that it was certainly their intention to keep a law school in Moscow. She didn't support this plan in order to move the law school from Moscow. Rather, she felt that in order to remain viable here, it was necessary to expand its offerings in Boise. Various Senators expressed the notion that it made sense for the law school to have a strong presence in Boise. However, some Senators expressed concerns about whether it was a prudent use of resources to have two sets of law faculty, one in Boise and one in Moscow. One stated that if we didn't do this we might look back on this as a missed opportunity. After a variety of further comments on the benefits and possible problems of the proposed expansion the Chair suggested that we vote. The proposal passed 20-1-4.

FS-16-064: FSH 2800—Student Fees. Chair Teal invited Vice President of Finance Brian Foisy and Mrs. Trina Mahoney to discuss proposed revisions to FSH 2800 dealing with student fees. Mr. Foisy explained that FSH 2800 was currently out of date with Regent's policy. All student tuition and fees are established by the SBOE. Their initial inclination was just to remove all of FSH 2800. However, after consultation with the ASUI, it was felt that some reference to appropriate consultation with the ASUI should be maintained in the *Faculty-Staff Handbook* (FSH). Thus the revision would now state: "Student tuition and fees will be approved in conformity with Idaho State Board of Education (SBOE) policy. In addition, the university president will consult with ASUI prior to establishing or revising any activity fee. The university president will also provide opportunity for student feedback on proposed tuition and fee changes prior to SBOE approval." This proposed change has received support from the ASUI President. A motion (Latrell/Brewick) to accept this proposal passed unanimously.

Thesis/Dissertation Deadlines. Senator Jeffrey reported on a letter he received from one of his constituents. The deadline for filing theses and dissertations has been moved up to April 22nd. Moving up the deadline has created ripple effects which effectively means that students must be done at earlier points in the semester. The problems caused by this shift are totally disproportionate to the advantages. Senator Jeffrey suggested that we might initiate a dialog with the Graduate School over this issue.

There was general agreement that this is an issue the Senate should look into; although, given that the end of the semester is fast approaching, the discussion will have to extend to next fall.

Adjournment: Having reached the end of a long meeting, a motion (Foster/Brewick) to adjourn passed unanimously at 5:07.

Don Crowley, Faculty Secretary and
Secretary to the Faculty Senate

Spread Pay

Agenda

- Context, Recap of Work
- Final recommendation from Taskforce
- Next Step – Memo from VP Finance on Options

Thank You

Rebecca Tallent (Chair)
Jack Miller
Yunhyung Chung
Marty Ytreberg
Sarah Nelson
Brandi Terwilliger
Mellody Miller
Cretia Bunney
Wendy Kerr
Mary Stout

Genesis and History

- Suggested over 5 years ago, stopped by President Nellis
- Suggested again a year ago along with consolidated fringe rate
- Decision to proceed occurred late Spring 2015
- Announcement came in June 2015
- Recalled the decision shortly after memo issued - needed more thoughtful discussion

University of Idaho
Office of the Provost
noreply@uidaho.edu
www.uidaho.edu/provost

TO: University of Idaho faculty and staff

FROM: John M. Wiencek, Provost and Executive Vice President

DATE: July 16, 2015

SUBJECT: Provost Forming Spread Pay Working Group

On July 6, my office sent a memo to UI faculty and staff announcing that, beginning with salary agreements for 2016-17, the university would no longer offer faculty and staff that are on less than a full calendar year contract the option of spreading their pay over the fiscal year. The decision to end spread pay was made last May and my July memo was the formal announcement of that earlier decision. Since making the announcement, I have heard from a number of people who were distressed by it.

I am convinced that more engagement and dialogue with faculty, staff and others is needed. This assessment is based on a careful review of the issue, a close look at the concerns from employees and meetings with several key stakeholders. I have recommended to President Staben, and he has agreed, that we do not move forward to eliminate spread pay until we have come together as a UI community and discussed the issue more thoroughly. I am confident that together we can find a workable solution that minimizes or eliminates the impact on our faculty and staff and positions the university to minimize its legal and financial risks.

Together with Faculty Senate and Staff Council, I will establish a spread pay working group whose charge will be to investigate a range of options with respect to this matter. The charge of the working group will be shaped by President Staben, pending discussion at our next cabinet meeting on Monday, July 20. I anticipate the discussion at cabinet will consider the full range of options for the working group's charge, from leaving things as they are now to eliminating spread pay in a manner that minimizes the impact on faculty and staff. I will continue to communicate with faculty and staff leadership as we go through this process and will send a more detailed plan of action next week.

I regret that our first order of business together has been difficult and I am committed to doing my part to continuously improve the process we use to make important decisions like this one. Further, I recognize the phrase "partial-year employee" is not an appropriate way to refer to our faculty and staff colleagues who work tirelessly year round to advance their craft and their profession and serve the UI community in remarkable ways. At the heart of this matter is the need to come together in a collegial and professional way with the same goal in mind: helping this great university grow and thrive.

I look forward to this opportunity and I hope you will join me.

John M. Wiencek, Ph.D.
Provost and Executive Vice President
Professor of Chemical & Materials Engineering

"I am convinced that more engagement and dialogue with faculty, staff and others in needed. … I am confident that together we can find a workable solution that minimizes or eliminates the impact on our faculty and staff and positions the university to minimize its legal and financial risks."

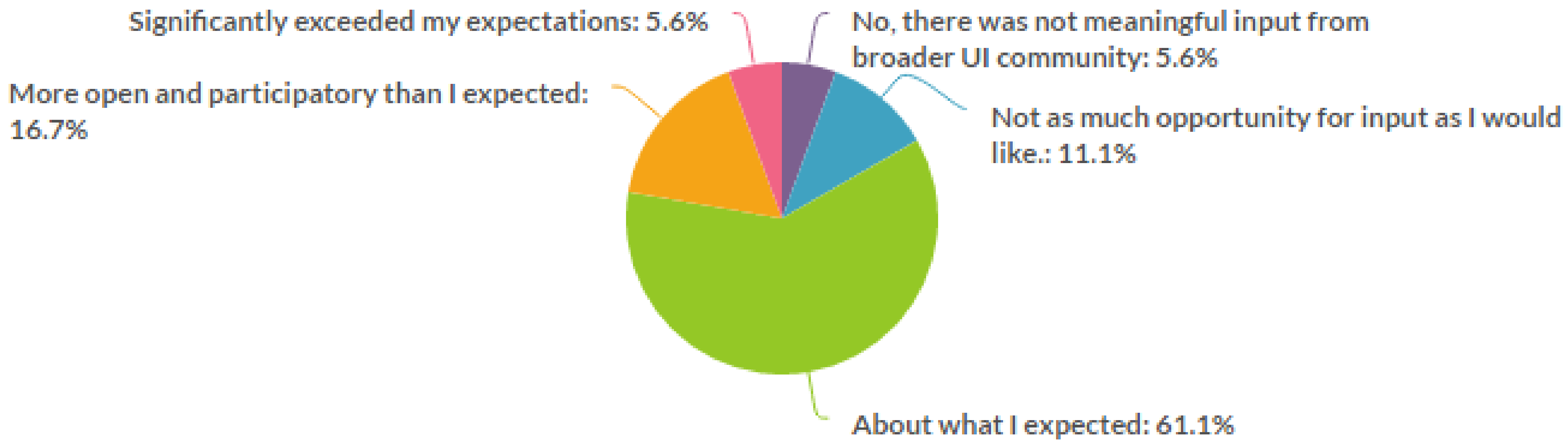
"I will establish a spread pay working group whose charge will be to investigate a range of options with respect to this matter."

Summary of Taskforce Effort – Becky Tallent

1. The committee was formed with nominally 50% staff and 50% faculty
2. The committee is split – mainly along those same staff vs faculty lines
3. The faculty view spread pay as an important, longstanding benefit.
4. The staff view spread pay as undermining the Banner finance system to the point that there is significant risk to the UI.
5. Moving to deferred pay within UI causes multiple new problems – missing 3 pay periods for current employees, compensation deferred across fiscal years, IRS constraints/impacts
6. Path forward – **do no harm**. Give current employees options. Let them keep what they have but also let them know that other options are available. Nudge employees to save via direct deposit strategies.

6. The Task Force was assembled to seek broad university-wide input and advice on the spread pay issue. Do you feel this goal was achieved?

Over 83% of respondents feel the broad university community was consulted at or above expectations. Major goal of this work was accomplished.



Path Forward – Do No Harm! Path for Current Employees

FY2017

- Those on spread pay will remain on spread pay (grandfathered), may elect to convert to regular pay
- Notice to current spread pay employees by end of semester with education about options, benefits, etc.
- Grandfathered employees will be offered a financial incentive to move to regular pay in FY2018 (an irrevocable election), elect direct deposit, and appropriate direct deposit structure to allow savings for summer compensation

FY2018+

- Default will change to regular pay, grandfathered employees may keep spread pay only by express written consent annually (IRS requirement)
- Grandfathered employees will need to acknowledge that they are forfeiting interest earnings, that bank-managed options exist to accomplish the same outcome, and that they may need to move to regular pay immediately (no transition time) if state requires change

Path Forward – New Employees

FY2017

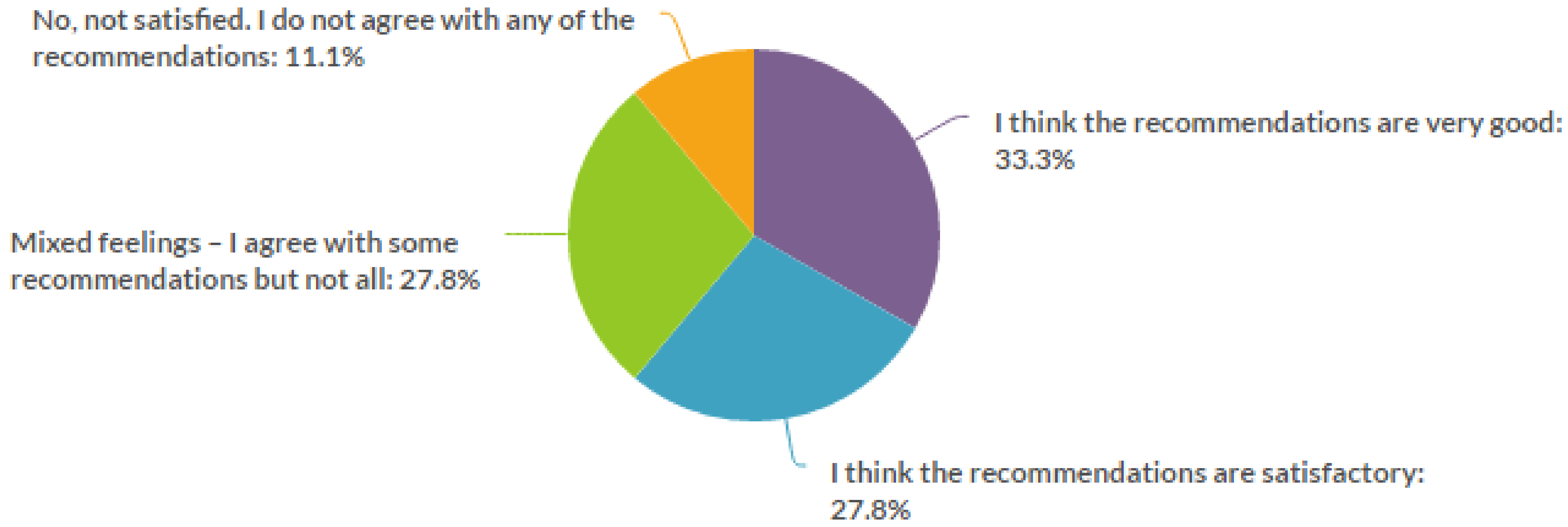
- Employees on less than 12-month contracts will be paid on standard pay (no spread or advance pay through UI)
- These employees will be encouraged to establish a dual direct deposit structure before receiving their first paycheck (e.g., providing a suitable one-time financial incentive at the end of the first contract year of employment)
- New faculty orientation in August 2016 will include sessions on financial literacy and managing pay through bank options

FY2018+

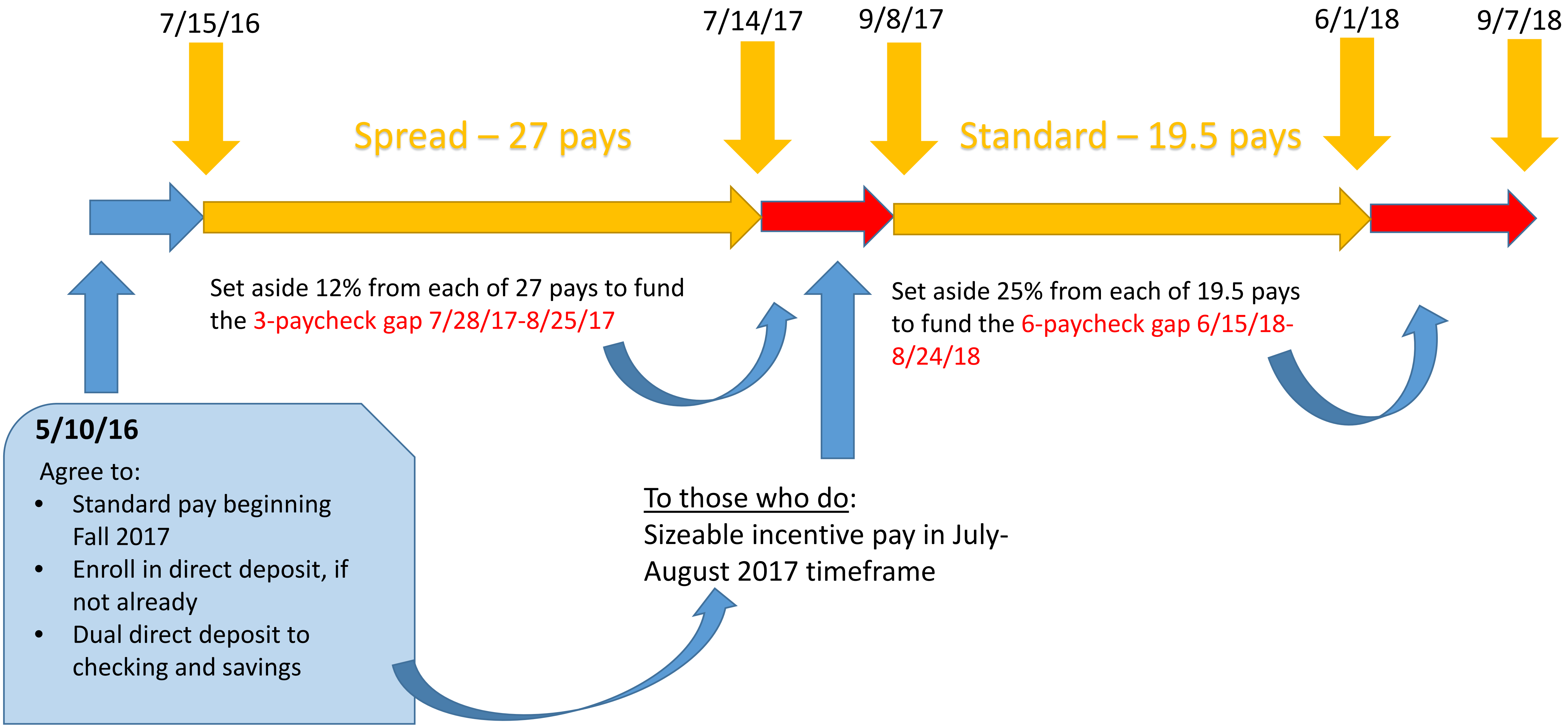
- Will continue on standard pay
- Financial literacy training can be provided throughout the year to reinforce good habits for managing pay – many topics available from UI banking partners

7. Are you satisfied with the final recommendations?

Over 88% of respondents find the proposed recommendations agreeable at some level and over 60% are completely satisfied with the recommendations.



Additional Details of Incentive Plans and Options Forthcoming from VP Finance office

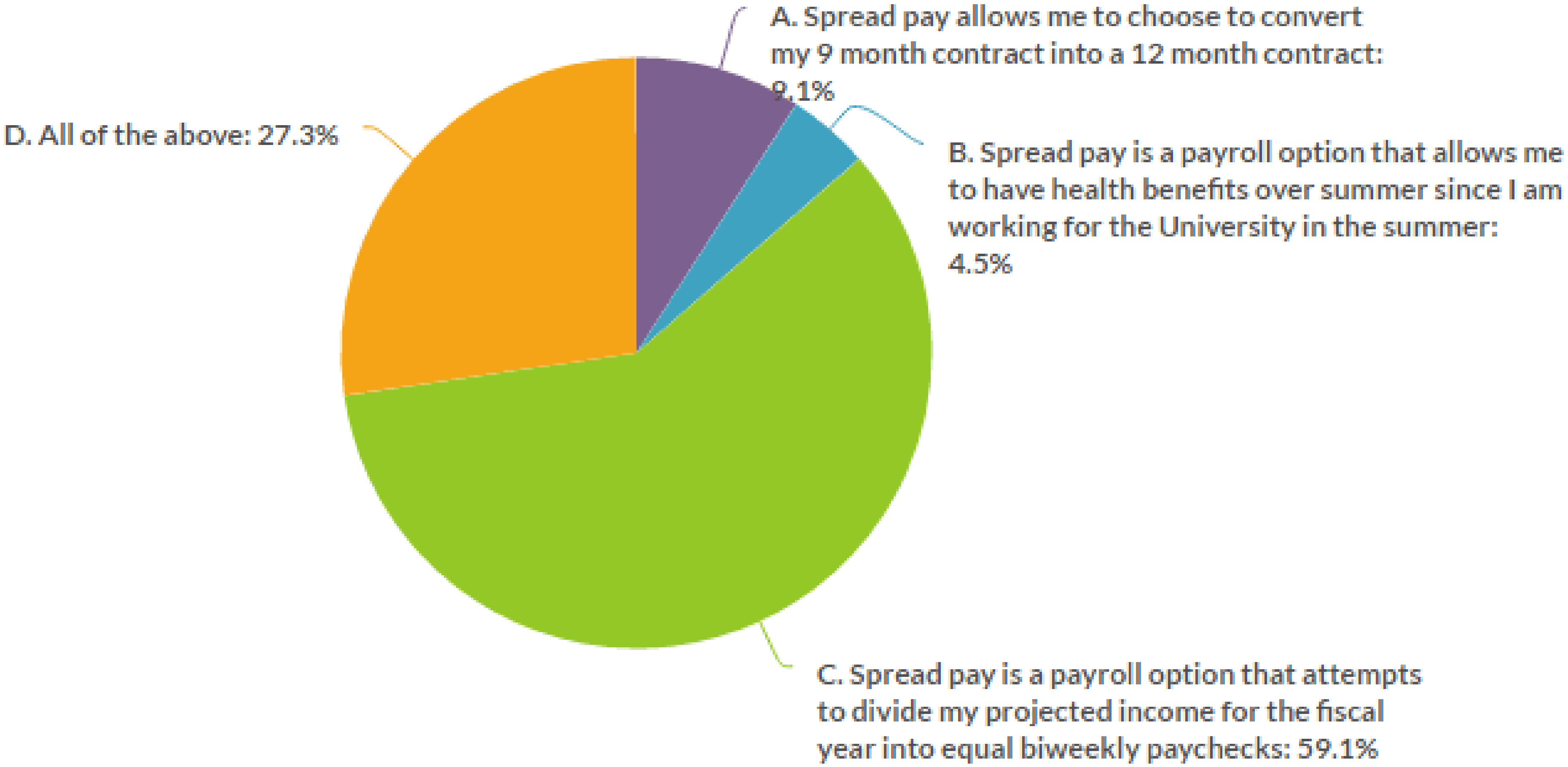


Comments, questions?

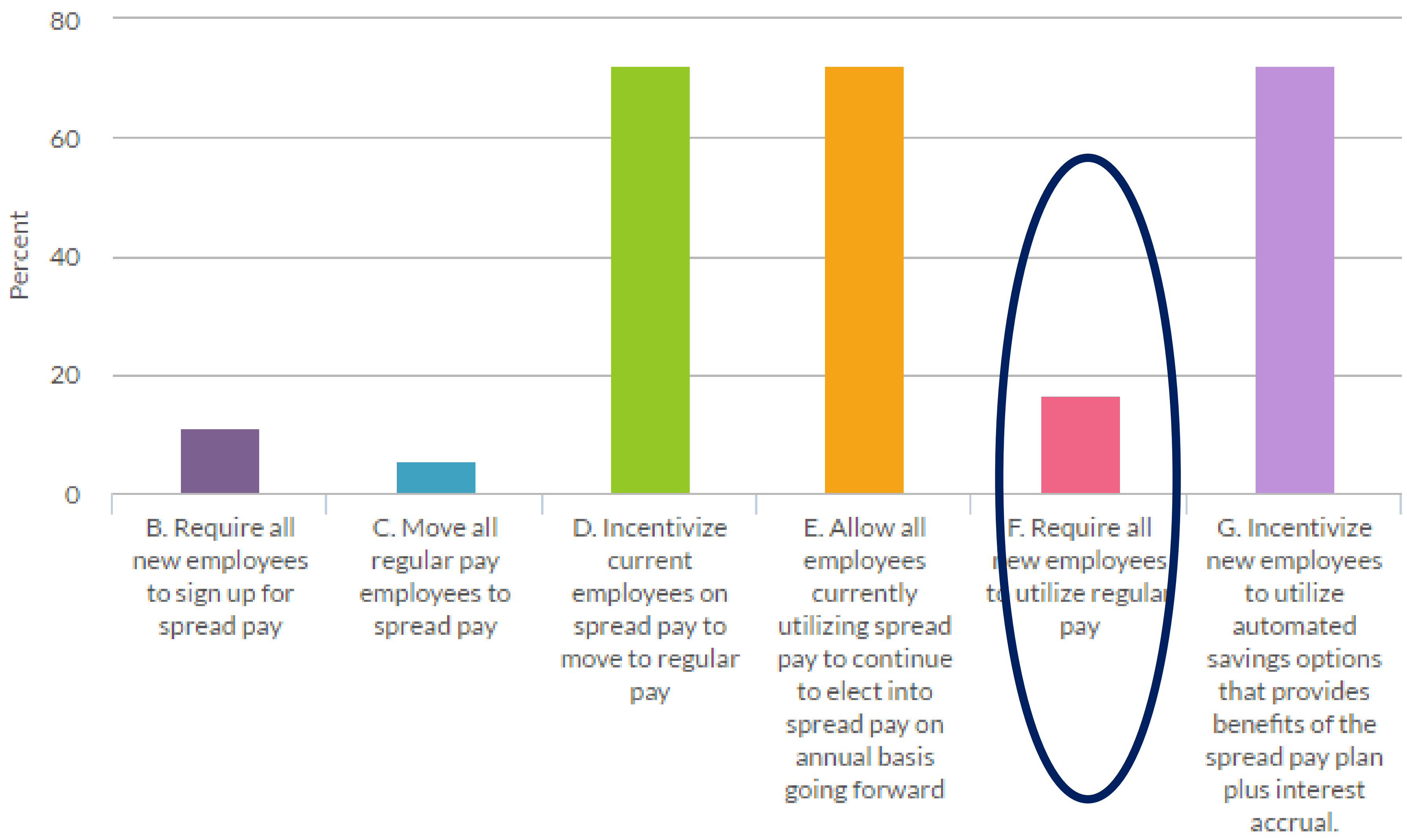
Additional poll results follow …..

1. What is spread pay?

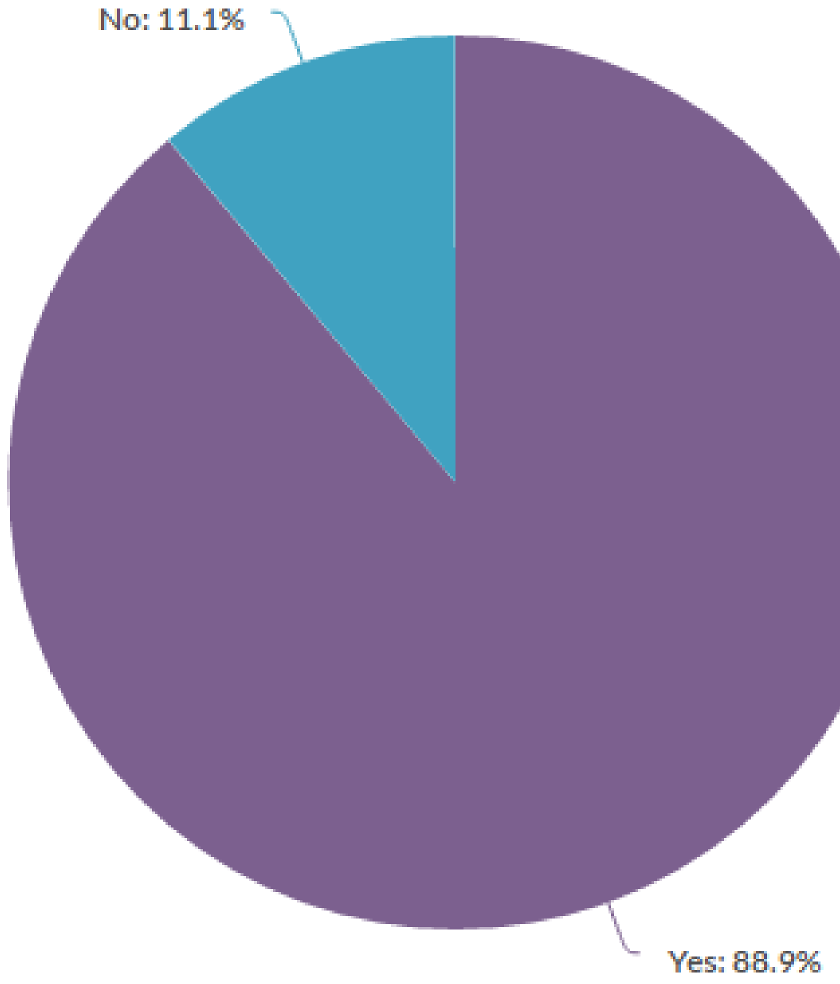
Over 40% of respondents do not understand exactly what spread pay is - and thus, the pros/cons to spread pay vs regular pay.



2. The recent Spread Pay Task Force has recommended which of the following (check all that apply):

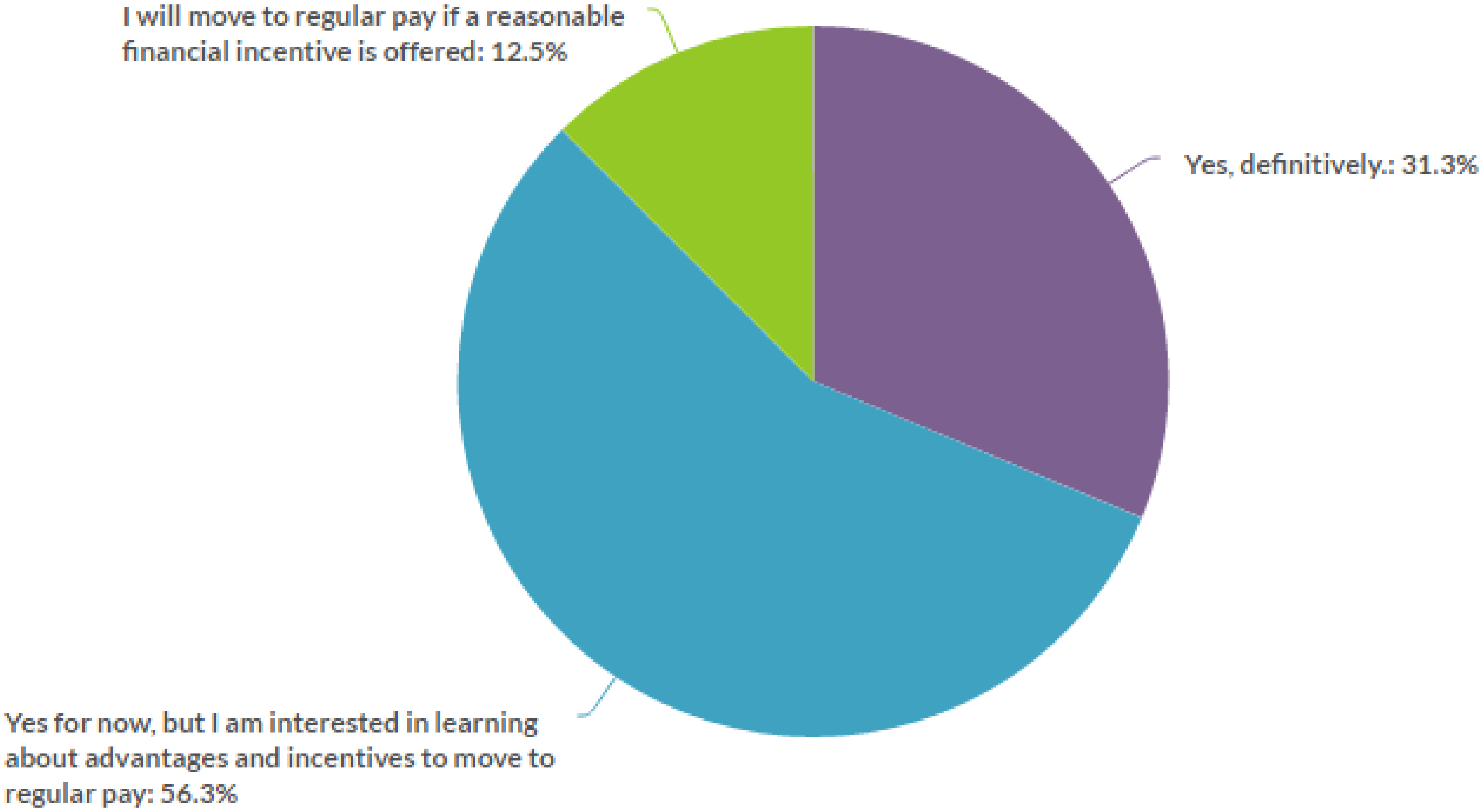


3. Are you currently on Spread Pay?

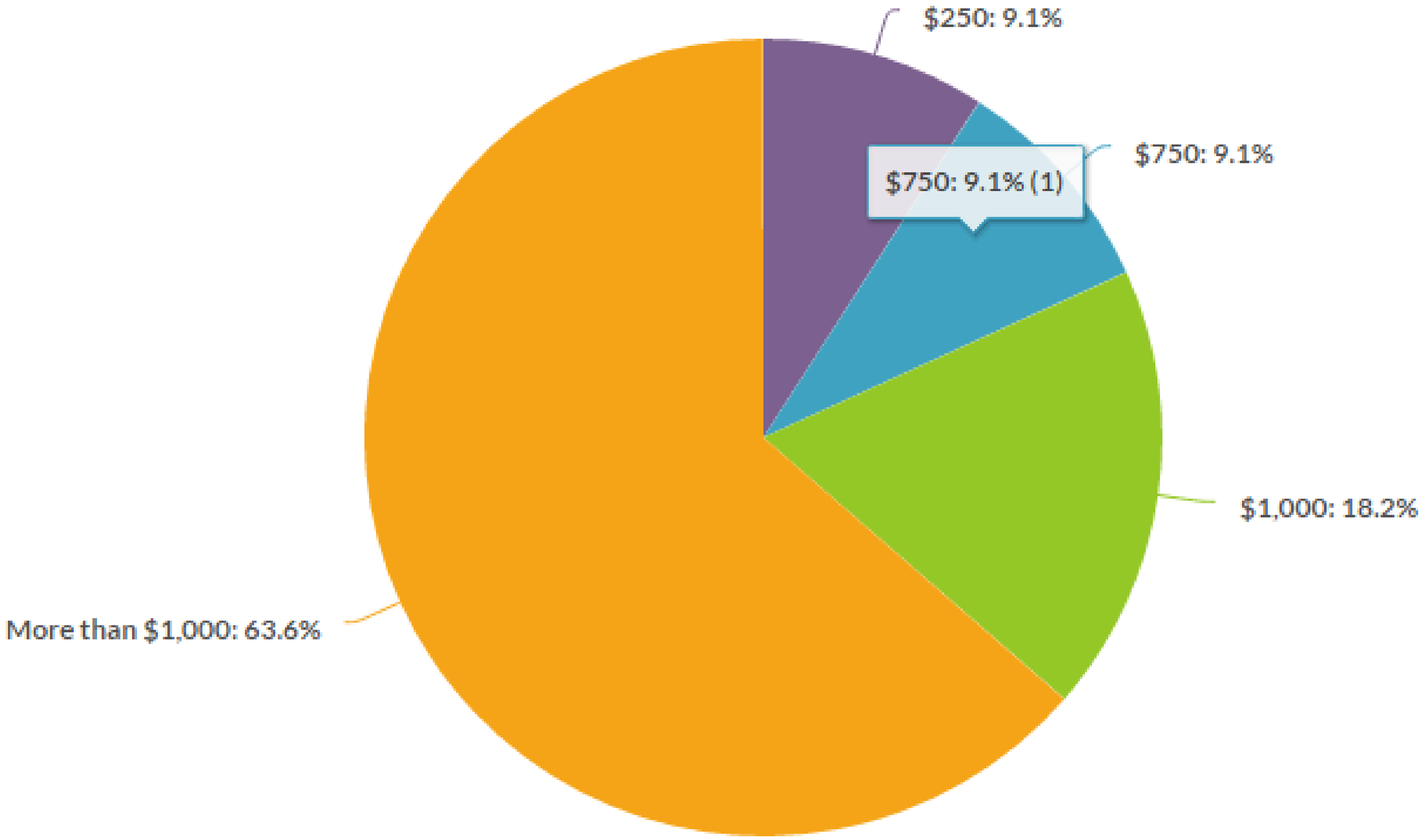


4. Do you intend to continue to utilize spread pay?

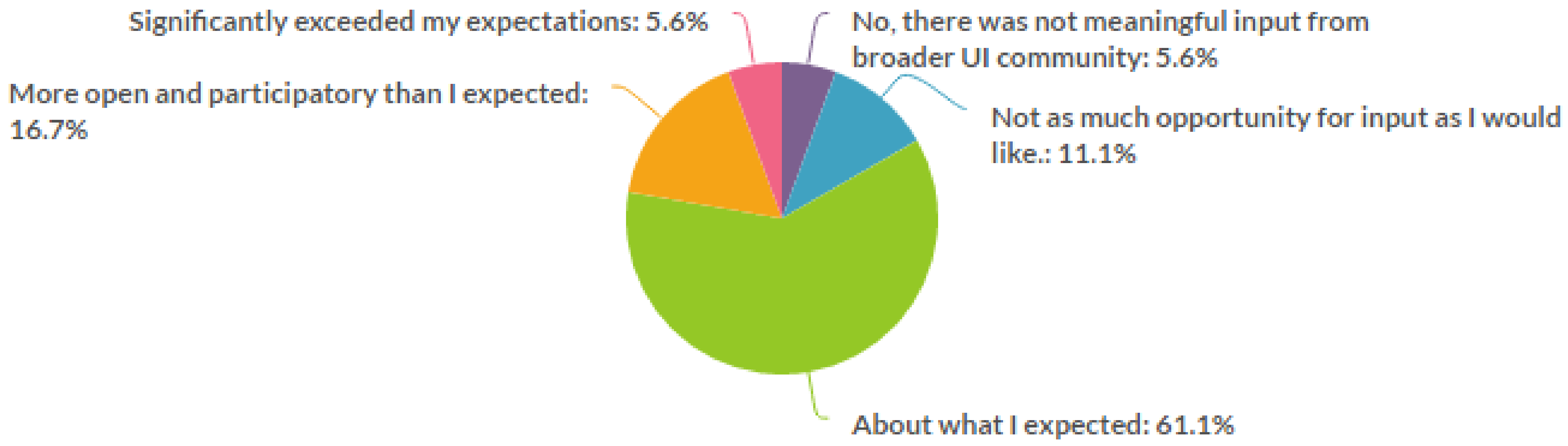
Over 68% of respondents are open to moving to regular pay if incentives are appropriate.



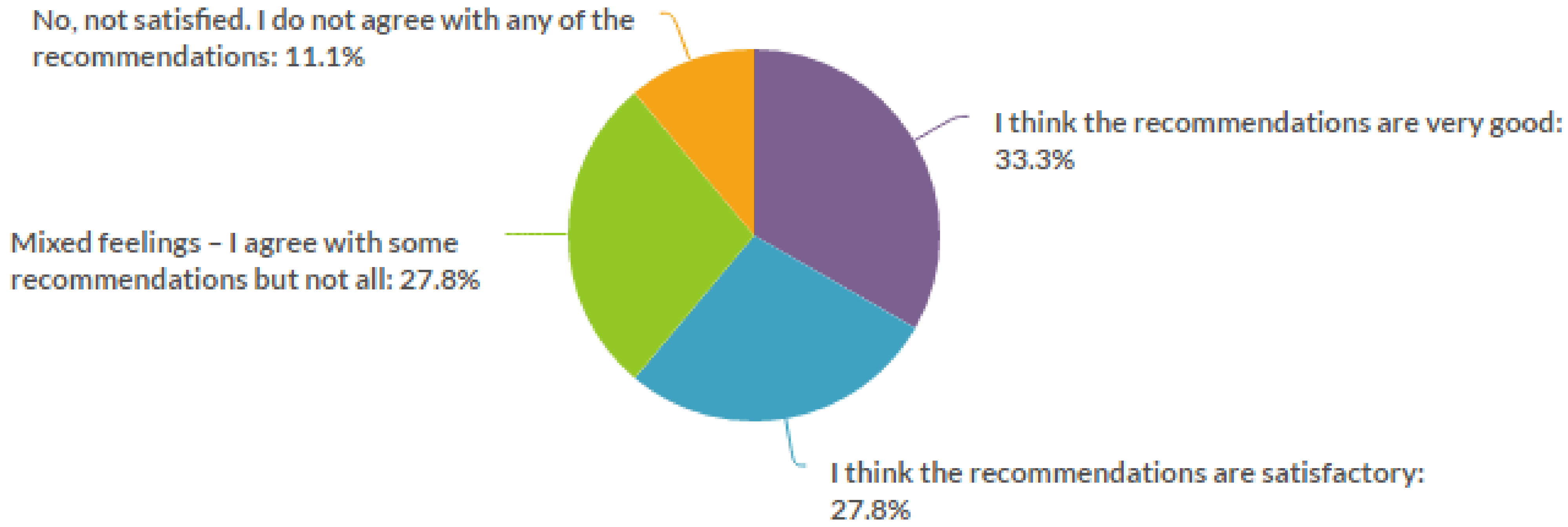
5. What level of financial incentive would be appropriate to assist you in moving from spread pay to regular pay?



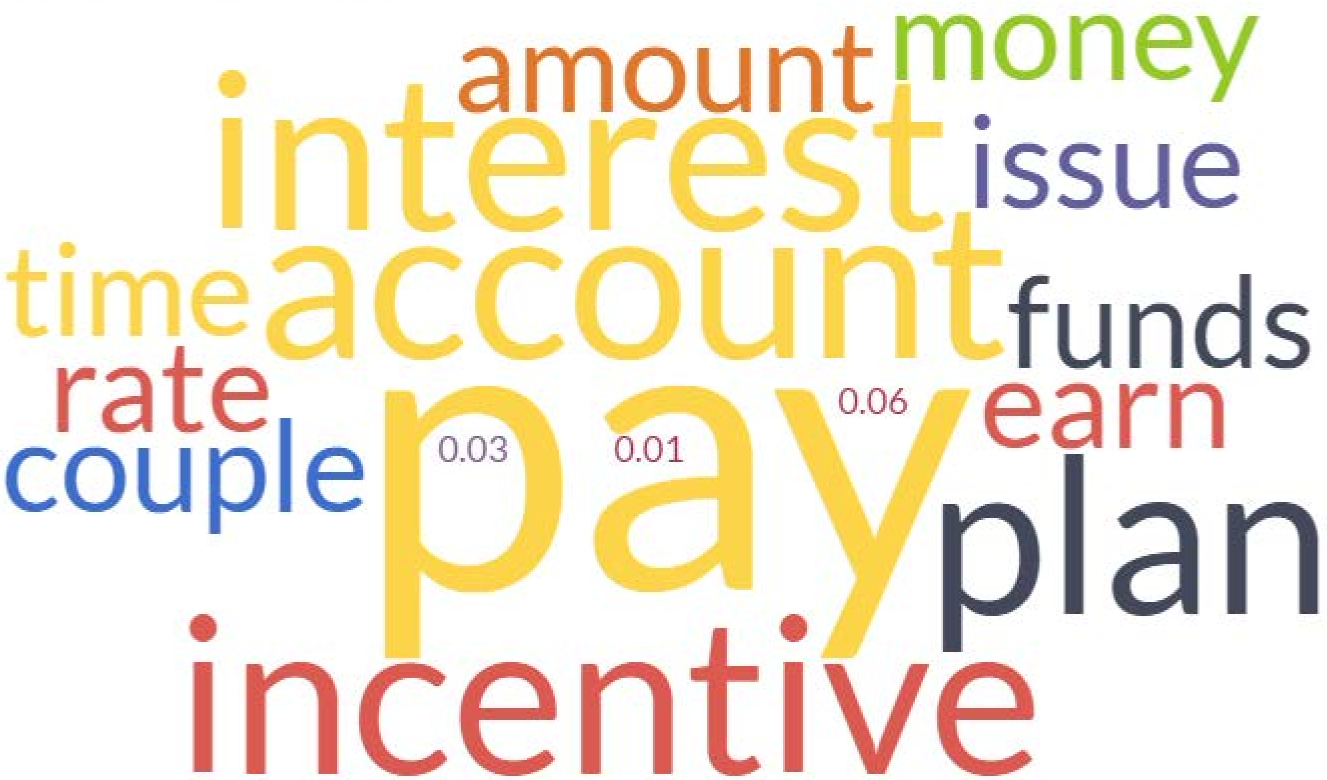
6. The Task Force was assembled to seek broad university-wide input and advice on the spread pay issue. Do you feel this goal was achieved?



7. Are you satisfied with the final recommendations?



8. Plan for Current Employees



Need more info on incentive program. Interest earnings not significant enough to make the move.

Relieved … thank you for allowing me to keep my spread pay option

Move to spread pay beginning August 15

Well done wrestling with this issue

9. Plan for Future Employees

2 Total Responses | Hide Responses ▾

Count	Response
1	It is a good idea to encourage young professionals to save by incentivizing the switch. It can be short step to other kinds of savings programs started early in a career.
1	Keep spread pay

Charge to Taskforce

- Task force should educate itself on key issues and constraints (targeted completion: Oct. 15, 2015);
- Task force should investigate wide range of potential solutions (targeted completion: Nov. 15, 2015);
- Task force should develop most promising proposed solution(s) (targeted completion: Dec. 15, 2015);
- Solution(s) should be tested and vetted with appropriate administrative units (Payroll, Benefits, OSP, etc.) (targeted completion: Feb. 1, 2016);
- Task force should develop a communications and implementation strategy including a summative report with detailed work product summaries of each of the above phases (targeted completion: March 1, 2015).

-Agree that current spread pay is vulnerable
-Recommend deferred pay
-How to mitigate impact
-How to offer interest bearing options outside UI solution

1. Educate yourself and listen to constituent concerns
2. Remember that just as many folks were happy with the announcement as upset
3. Set emotion aside
4. Provide analysis, ideas, and options
5. Bring entire UI community into the conversation … Communication!

Dear University of Idaho Colleagues

It has been awhile since my last update on the Spread Task Pay Task Force. At a recent meeting with the Provost, the task force reached agreement on the largest issue which I would like to share with you here. There is still more work to do, but we are on a forward path to make final recommendations to the Provost this spring.

Our current payroll options include accepting payment as it is earned (Standard Pay) or leveling the anticipated pay in a given fiscal year by spreading it out over even payments for the entire fiscal year (Spread or Deferred Pay). The task force agrees the current practice is highly valued by many employees and we should continue to offer an option that would allow employees to smooth their income over the entire year. But, the current method to accomplish this task could be challenged under State of Idaho law because this method pays employees in advance during the months of July and August. This also puts us out of step with the practices at other Idaho state institutions and agencies.

It is permissible under state law to allow employees to defer payment of income so that they can smooth pay out over an entire year. So, the task force is recommending the University of Idaho offer the Deferred Pay option to employees who desire to smooth their pay over the entire year. Such a method would start at the beginning of work for each contract as opposed to a July 1 start date as currently practiced.

With agreement on that point, the task force has additional questions to address. The change will require removing employees from the current spread pay system and placing them into either a standard pay or a deferred pay system, depending on employee preference, and asking all employees to make the cognitive choice between the two. This transition will require the affected employees to forgo pay for up to three pay periods at the beginning of the fiscal year in which such a change is implemented. The task force is currently developing recommendations on how best to mitigate this significant impact for the affected employees. We will implement such changes no earlier than the start of fiscal year 2017-2018 (July 1, 2017). The committee will discuss the timing and mitigation strategies with the Vice President of Finance Brian Foisy in an upcoming meeting.

The task force also recognizes there can be a personal benefit to managing an equivalent deferred pay option through banks or other financial institutions since such bank-managed or self-managed options will provide interest earnings on those deferred funds. This is still a spread pay plan, but it is managed by the employee's financial institution rather than the university. Interest earnings in typical examples discussed were more than $100 per year. We will be working with some financial institutions to develop such a personal banking option for any interested employees.

We remain busy with this project, but we are also optimistic we will have a final recommendation before the end of the spring semester. Please feel free to follow up with members of the taskforce if you have feedback or questions.

Sincerely

Rebecca Tallent

Spread Pay Task Force Chair

Associate Professor, Journalism and Mass Media

Behavorial Science View of Spread Pay

(Yun Chung, Jack Miller)

- Behavior is not rational – people tend to make poor choices in absence of rules that nudge them
- Examples of nudging include opt-in default, use of target date funds
- Tendency towards procrastination, perception of defaults as advice, stress due to uncertainty in financial-making skills
- Survey of 25 College of Business faculty members: 22 support spread pay, 3 support options

Additional research on deferred pay, etc

- In order to be in compliance with IRS code, spread pay requests must be initiated by the employee (that is, the employer cannot simply default employees into a spread pay system).
- Spread pay calendars that begin in mid-August (in order to avoid advance pay) pose difficulties as well, because pay is pushed between fiscal years and must accommodate annual salary increases mid-cycle.
- For institutions receiving federal grants and contracts, use of 12-month spread pay also requires that pay be “deferred” back to the 9-month period of actual faculty service. This duplicate payroll reporting process “breaks” the salary encumbrance system in Banner.
- Third-party solutions are available, but they shift interest earnings from employee to vendor – ethically not viable.
- Banks can provide a spread pay alternative via dual direct deposit methodology – 75% to checking and 25% to interest-bearing savings account (over 19.5 pays)

M. FAMILY AND MEDICAL LEAVE FOR TEACHING, RESEARCH, AND GRADUATE ASSISTANTS.

M-1. Family and medical leave may be requested by an eligible teaching, research, and/or graduate assistant for the following reasons:

- **a.** birth, adoption or foster care placement of a child;
- **b.** parenting to care for or bond with a child within twelve (12) months following the birth, adoption or foster care placement of a child;
- **c.** to care for an immediate family member as defined in [A-3] of this policy with a serious health condition as defined in [M-5] of this policy; or
- **d.** because of the teaching, research, or graduate assistant's own serious health condition [M-5].

M-2. Family and medical leave for teaching, research, and graduate assistants is paid for by the department at no less than 80% of the assistant's regular stipend, to be paid by the funding department or agency. Payment exceeding 80% is permitted at departmental discretion.

M-3. Eligibility. If the teaching, research, or graduate assistant has been employed by the university for a minimum of two (2) semesters and has worked at least 20 hours per week during the two semesters prior to the requested leave, the teaching, research, or graduate assistant is eligible for family medical leave.

M-4. Length of Leave. A maximum of up to six (6) weeks or a total of 120 hours of paid family medical leave may be granted to teaching, research, and graduate assistants during a single academic year. The length of unpaid leave following this period is to be determined by the academic unit(s) through which the teaching, research, or graduate assistant is hired.

When both parents are employed at the university as teaching, research, or graduate assistants, family medical leave taken for childbirth/parenting consists of a single benefit of up to a total of six (6) weeks for either parent (but not both parents, see M-15) or the single benefit may be shared between the parents. Up to ten (10) days of leave may be available to either parent for "parenting" (the bonding period after child birth related disability or for a non-birth mother or father. [C-7.f.]

M-5. Definitions.

a. "Serious health condition" is defined as an illness, injury, impairment or physical or mental condition that involves any period of incapacity or treatment connected with in-patient care (i.e. overnight stay) in a hospital, hospice, or residential medical-care facility, and any period of incapacity or subsequent treatment in connection with such in-patient care; continuing treatment by a health care provider, which includes any period of incapacity (i.e. inability to work, attend school, or perform other regular daily activities) due to a health condition (including treatment for or recovery from) lasting more than three (3) consecutive days; and any subsequent treatment or period of incapacity relating to the same condition, that also includes:

1. treatment two (2) or more times by or under the supervision of a health care provider; or one treatment by a health care provider with a continuing regimen of treatment; or
2. pregnancy or prenatal care. A visit to the health care provider is not necessary for each absence; or
3. chronic serious health condition, which continues over an extended period of time, requires periodic visits to a health care provider, and may involve occasional episodes of incapacity (e.g. asthma, diabetes). A visit to a health care provider is not necessary for each absence; or

4. permanent or long-term condition for which treatment may not be effective (e.g. Alzheimer's, a severe stroke, terminal cancer). Only supervision by a health care provider is required, rather than active treatment; or
5. absences to receive multiple treatments for restorative surgery or for a condition which would likely result in a period of incapacity of more than three days if not treated (e.g. chemotherapy or radiation treatments for cancer).
6. parenting. "Parenting" is defined as the period of bonding that occurs within the first twelve (12) months of the birth, adoption or foster placement of a child in the family and ends twelve (12) months after birth or placement of an adopted or foster child for either parent. A teaching, research, or graduate assistant who has given birth may be eligible for family medical leave related to child-birth disability and may continue leave followed by a period of bonding or parenting which begins at the expiration of the disability of the birth mother and/or child if applicable. Up to ten (10) days of sick leave may be used by either parent for the bonding/parenting period (C, E-7 and M-3). *(ed. 12-13)*

b. An eligible teaching, research, or graduate assistant includes any assistant who meets all of the following criteria:

1. has completed two (2) semesters of service with the university as a teaching, research, or graduate assistant, and
2. has worked at least 780 hours during the two (2) semesters prior to the commencement of the requested leave, and
3. returns to work from the approved leave for at least thirty (30) calendar days.

M-6. Health benefits continued during family medical leave on the same basis as for any similarly situated teaching, research, or graduate assistant who is actively at work, regardless of whether the teaching, research, or graduate assistant is using other forms of accrued leave or taking leave unpaid. The teaching, research, or graduate assistant's share of cost for health coverage is the amount that is typically payroll-deducted for the teaching, research, or graduate assistant's own coverage and/or coverage for his/her dependents. The teaching, research, or graduate assistant is responsible for payment of these amounts during leave. Payroll deductions will be continued for any portion of the leave that is paid. During any portion of leave when no pay is received, the teaching, research, or graduate assistant must make arrangements to self-pay these amounts.
M-7. All qualified absences, including those due to a work-related injury, will be considered as family medical leave.
M-8. If there are reasonable circumstances to support that a teaching, research, or graduate assistant's absence qualifies as family medical leave, the university has the right to classify such absence as family medical leave.
M-9. When the need for family medical leave is foreseeable, a teaching, research, or graduate assistant must request an application for family medical leave at least thirty (30) days in advance of the need for leave. Application assistance is available from Benefit Services. When events are not foreseeable, teaching, research, or graduate assistants must provide as much notice as is possible. Application for family medical leave after a return from absence is not recommended; rights to preserved employment and benefits may be adversely affected. In any event, absent extraordinary circumstances, an teaching, research, or graduate assistant may not claim an absence as a qualified family medical leave event unless done so within the first two (2) days of return from an absence.
M-10. When leave is taken for personal illness or to care for an immediate family member with a serious health condition, leave may be continuous or intermittent and may include a reduction in hours worked. For intermittent leave, the teaching, research, or graduate assistant must provide certification from the health care provider caring for the teaching,

research, or graduate assistant and/or family member stating the leave must be taken intermittently. Teaching, research, or graduate assistants needing intermittent leave must attempt to schedule their leave so as not to disrupt university operations. The university reserves the right to assign a teaching, research, or graduate assistant to an alternative position with equivalent pay and benefits that better accommodates the teaching, research, or graduate assistant's intermittent or reduced leave schedule.

M-11. Teaching, research, or graduate assistant on family medical leave are required to provide documentation to Benefit Services as requested, including intent to return to work. During leave, the university may require a teaching, research, or graduate assistant to re-certify the medical condition that caused him/her to take leave. A return-to- work release from the health care provider is required before a teaching, research, or graduate assistant absent due to his or her own serious health condition may return to work.

M-12. Family medical leave requests for medical treatment or care giving requires certification from the health care provider documenting medical necessity.

M-13. Family medical leave requests for parenting must be approved in advance and completed within twelve (12) months of the birth, adoption, or foster care placement of a child.

a. Shared leave under L of this policy may not be used for the purpose of parenting; however, shared leave (if granted) may be used for the disability period related to childbirth.

b. Intermittent leave or reduced work schedule requests for parenting may not be granted, or may be cancelled by the university with thirty (30) days written notice, based on business needs of the university.

M-14. Family medical leave taken by two (2) teaching, research, or graduate assistants to care for a new born child or child placed for adoption or foster care or to care for a family member who has a serious health condition consists of a maximum six (6) weeks of leave for each assistant.

M-15. If the university obtains information from a credible source, such as the workers' compensation authority, disability carrier, or a medical practitioner, that alters, changes, casts doubt, or fails to support continued leave or the leave application, the university has the right to:

a. revoke leave;

b. not grant leave;

c. require new evidence to support the leave request;

d. require the teaching, research, or graduate assistant to return to work if the leave is not substantiated; and/or

e. when appropriate under applicable employee discipline policies [FSH 3910, 3920, and 3930], take disciplinary action, up to and including dismissal.

M-16. Upon return from family medical leave, teaching, research, or graduate assistants will be assigned to their same or similar position with equivalent pay and status with or without reasonable accommodation, as appropriate, in accordance with the Americans with Disabilities Act. Job reassignment must be coordinated with Employment Services and approved by the AVP for Human Resources or designee. The university has no obligation to restore employment to temporary hourly (TH) or other employees if the employment term or project is over and the university would not otherwise have continued employment.

M-17. Family medical leave is not intended for individuals who do not plan to return to work. A teaching, research, or graduate assistant who applies for and is granted family medical leave and fails to return to work for at least thirty (30) days upon the expiration of their family medical leave period may be obligated to repay the costs of health coverage provided by the university during any portion of family medical leave. If the university is notified that the teaching, research, or graduate assistant does not intend to return to work, the family medical leave period will terminate immediately and the teaching, research, or graduate assistant will be separated from employment on that date. Medical, dental and under some circumstances Health Care Spending Accounts may be continued through the Consolidated Omnibus Budget Reconciliation Act (COBRA). Options for life insurance portability or conversion may also be available. Job separation under these circumstances will result in a lump sum payment of annual leave and/or compensatory balances. In addition, the teaching, research, or graduate assistant will no longer have a right to restoration to the same or equivalent position. The teaching, research, or graduate assistant is responsible for contacting Employment Services to arrange for an exit interview.

WASHINGTON STATE UNIVERSITY

SHORT TERM PARENTAL LEAVE for GRADUATE STUDENTS

The Graduate School
French Ad. Room 324
PO BOX 641030
Pullman, WA 99164-1030

The Graduate School
Phone: (509) 335 -1446
Email: gradschool@wsu.edu
Fax: (509) 355 -1949

Name: (Last, First MI)		**I.D. Number:**
E-Mail Address:		**Phone Number:**
Program:	**Degree:**	**Doctoral:** ☐ **Masters:** ☐

Campus: Pullman ☐ Tri-Cities ☐ Vancouver ☐ Spokane ☐ Online ☐ **Int'l (F-1/J-1) Student:** YES ☐ NO ☐

NOTE: Short-term parental leave may be granted to graduate students for the birth or adoption of a child for up to four consecutive weeks directly before or after the event. If both parents are WSU students, only one parent may take parental leave, or the four weeks may be shared between them; however, each student must submit a separate leave request form. Refer to the Short-Term Parental Leave Plan at: http://gradschool.wsu.edu/. *Please make sure to attach your agreed-upon Academic Plan to this form before submitting it to the Graduate School.*

Requested Parental Leave Dates: From_______/______/______ To______/______/______

Are you currently on an assistantship appointment? YES ☐ NO ☐
Your reason(s) for requesting leave: ☐ Birth of child ☐ Adoption of child
Is the other parent a graduate student at WSU? YES ☐ NO ☐ If yes, please provide:

Name:______________________________ Academic Plan:____________________

The above information is accurate and correct to the best of my knowledge.

____
Student Signature **Date:**

Program must complete the following section:

***NOTE: Replacement funds can only be requested for the Academic Year (Spring and/or Fall)*

Are replacement funds requested? YES ☐ NO ☐	**Academic Plan attached:** YES ☐ NO ☐
Current Funding Status of Student: ☐ TA ☐ RA ☐ Other GA	
Position Account Information: *Please provide Program, Budget and Project Numbers:*	
____________________ **Advisor Signature** **Date:**	____________________ **Program Chair** **Date:**

Graduate School: Approved ☐ Denied ☐

____
Dates of Approved Leave Signature Date

International Programs Approval: ____________________________ **Date:** ____________

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #26

3:30 p.m. - Tuesday, April 19, 2016
Brink Hall Faculty-Staff Lounge & Skype

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #25, April 12, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- Spring 2016 Graduates (vote)

VI. Unfinished Business and General Orders.

Faculty Affairs

- **FS-16-059: FSH 3050** – Faculty Position Description – form only (vote)
  - FAC's version (seconded motion)
  - Senate Chair version (proposed amendments)
- **FS-16-063: FSH 3710** – Leave Policy (2014 remaining changes – non-parenting)(Ellison)

VII. Committee Reports.

University Curriculum Committee:

- **FS-16-061** (UCC-16-044): Regulation J (Bird)(vote)
- **FS-16-062** (UCC-16-043): Law Expansion in Boise (Seamon)(vote)

VIII. Special Orders.

IX. New Business.

- **FS-16-064: FSH 2800 – Student Fees** (Foisy/Mahoney)
- Thesis/Dissertation Defense Deadlines (Jeffery)

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #25
FS-16-059; 061; 062; 063; 064

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #25, Tuesday, April 12, 2016

Present: Anderson, Barbour, Brandt, Brewick, Brown, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Dallas, Hiromoto (Idaho Falls), Hrdlicka, Jeffery, Kang, Latrell, Mahoney, Nicotra, Perret, Stoll (w/o vote), Teal, Stevenson for Wiencek (w/o vote), Wolf. **Absent:** Adams, Boschetti, Flores, Folwell, Foster, Godfrey (Coeur d'Alene), LaPrath, Murphy, Staciesiak, Wiencek (w/o vote). **Guests**: 3

Chair Teal called meeting #25 to order at 3:32. A motion (Chung/Dallas) to approve the minutes from the April 5th meeting passed without objection.

Chair's Report: Chair Teal noted that the results of Senate elections are due this Friday April 15th.

Provost's Report: Vice Provost Jeanne Stevenson encouraged faculty and staff to participate in the Cultural Literacy and Competency Conference which begins on Wednesday.

FS-16-018 rev: FSH 3710—Leave Policy. The Faculty Secretary explained that the proposal from Faculty Affairs is what is on the table for consideration. The Provost Office after consulting with the General Counsel's Office and Human Resources (HR) have expressed some concerns and offered an alternative proposal. That proposal has been distributed to the Senate. Chair Teal invited Debra Ellers from the General Counsel's Office to explain the differences between the two proposals.

Ms. Ellers stated the only substantive change between the Provost's Office version and the proposal from FAC, involves changing the point of eligibility for parental leave from the date of employment to six months. (See E-1 in alternative proposal). She explained that allowing an employee to become eligible for parental leave when they are hired would put the hiring manager in a difficult position. Having a person eligible for parental leave on hire might be burdensome operationally and put additional stress on those already employed to cover for a new hire taking parental leave. Moving the date of eligibility to six months (180 days) would mean that we would be past the probation period for most employees. A reasonable number of new hires do not make it past their probation period. While she understood that the purpose of the policy was to be family friendly, the President felt that this generous benefit should not be made available to those who haven't made it past probation. Ms. Ellers also raised the point that under this policy it might be possible for a person to get 24 weeks of parental leave. She also stated that the wording in M-3 had been altered to clarify that, rather than the University deciding who the "primary caregiver" is, the couple should decide. Faculty Secretary Crowley commented that this was the intent of the FAC proposal.

A Senator raised a question as to why the provision in E-4 requiring thirty days' notice was added. Ms. Ellers stated that this language came from FMLA and would provide HR reasonable lead time. However, if the leave was not forseeable, providing thirty days' notice would not be required. A Senator noted that this would appear to be a procedural requirement' not policy, and unnecessary to be in the *Faculty-Staff Handbook* (FSH).

Another Senator asked if under E-1 (1) an employee has a child join his or her family before the elapsing of the waiting period could the employee *then* take parenting leave (which is permitted within 12 months after the child joins the family)? Ms. Ellers confirmed that this was permitted under the policy.

Another Senator asked what would happen if an employee who was recently hired became pregnant and had to have an emergency C-section. Ms. Ellers replied that the person would either have to be granted a personal unpaid leave, or perhaps might be told that the position would have to be filled and they would have to reapply at a later date. The Senator suggested that this would be discriminatory. Ms. Ellers stated that it wouldn't be discriminatory because attendance is a job requirement. If someone in this situation can't attend and doesn't have leave, than that person doesn't have job protection. She noted that it would be up to the unit supervisor to decide and conceded that a faculty member might be treated differently than some staff.

Senator Brandt made a motion (Brandt/Mahoney) that the Provost version be substituted for the FAC version. This motion passed 16-2-3. The Senate then voted to pass the amended version of FSH 3710. This passed 13-3-5.

FS-16-059: FSH 3050—Faculty Annual Evaluation and Position Description Forms. Chair Teal introduced forms for faculty annual evaluation and position descriptions. He also introduced a proposed new form for "additional increased compensation." The faculty annual evaluation form in the Senate packet was passed by FAC as a pilot form for next year. Chair Teal introduced a slighty different version of the form, also intended as a pilot for next year. The difference between the two versions include whether or not the position description percentages are included, and differences in formatting and arrangement of check boxes. Questions and comments from Senators included:

- *How well did the pilot form work this year?* Chair Teal stated that he had received nothing but positive comments.
- *How many faculty used the new forms this year?* Around 55 faculty used the new forms this year. The relatively low number apparently was due to the late date the new form was introduced into the process. Many departments were already well into the process when the forms were introduced.
- Some Senators raised concerns about the move away from numbers, to a narrative evaluation. One Senator stated a department chair felt the narrative form would create problems during the tenure and promotion process. More generally some expressed the view that narrative evaluations were too open to reinterpretation, while the numbers were more tangible. The usefulness of the narratives would be very dependent on the chair.
- Various Senators expressed support for the move away from numbers to a formative narrative-based system. There was a belief that the current system led to rankings that undermined morale. Numerical scores tended to be reductionist, and could also be subject to reinterpretation. The scores gave a false sense of impartiality, since the scores didn't mean the same thing across colleges.
- A concern was raised about whether deans and department chairs might pressure faculty against using the new forms. There was a sense that this occurred this year, although that might have been due to when the new forms were introduced.
- *How would the narratives relate to compensation without the numbers?* Chair Teal stated that he wasn't sure in the current system how compensation occurred. The intent of the new compensation form was to require a justification for increased compensation. The form would not be filled out for CEC, but would be for merit and equity.
- There was considerable discussion about the extent to which the numbers in the current evaluation system were closely related to merit raises. This discussion was difficult in part because of the scarce number of years in which merit money was really available.
- There was a short discussion about whether faculty would have the ability to opt in, or opt out, of the pilot process. There seemed to be a consensus that faculty should have the opportunity to opt-in to using the narrative system. It was clarified that FAC intended this to be a pilot project from which we can receive feedback about how well it worked. It was also noted that if the narrative form was adopted on a continuing basis, that changes to the FSH would have to occur.

Eventually a motion (Latrell/Mahoney) was offered to adopt the narrative style form as a pilot project for one year. Faculty would be able to choose whether to use the new form, or not. The motion also included the suggestion that a survey should be developed to obtain feedback on how well the new system worked. This proposal passed without objection.

With the concept of using the narrative system accepted, the discussion turned to which version of the form should be adopted. A motion (Hrdlicka/Latrell) was made to create a hybrid between the two forms. The proposal would put the position description percentages on the alternative annual evaluation form proposed by the Chair. This motion passed without objection.

Adjurnment: A conversation started on the new position description form. However, with the 5 o'clock hour approaching, and our quorum diminishing, it was agreed to put this discussion off until next week. Instead a motion to adjourn passed unanimously at 5:02 pm.

Respectfully submitted,

Don Crowley, Faculty Secretary and Secretary to the Faculty Senate

FACULTY POSITION DESCRIPTION

FSH 3050

review period:

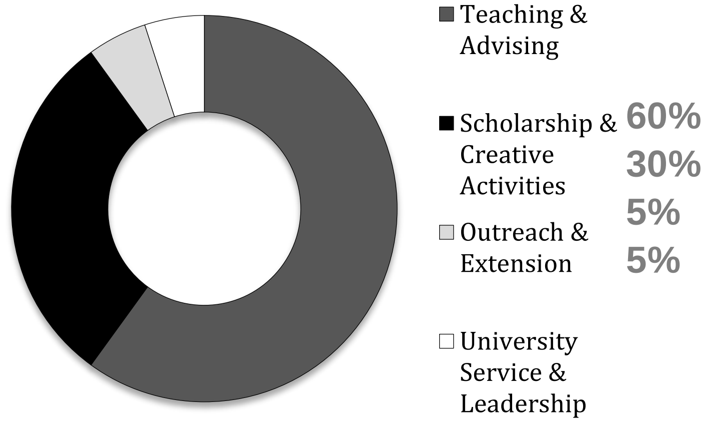
Faculty Name:

Title/Rank:

V Number:

Unit(s):

Administrative Title:
(if applicable)



Overall description of responsibilities and goals by category:

Faculty Member: I agree that this is a reasonable description of my responsibilities to the University of Idaho for the forthcoming calendar year.

Signature of Faculty Member Date

☐ Interdisciplinary/Center Activities: Attach narrative.[1]

Unit Administrator(s): I agree that this position description is a reasonable reflection of the stated expectations for progress towards tenure, promotion and/or continued satisfactory performance.

Signature of Unit Administrator Date

Signature of Additional Unit Administrator Date
(e.g. joint appointments [if applicable])

College Dean: I agree that this position description is a reasonable reflection of the stated expectations for progress towards tenure, promotion and/or continued satisfactory performance.

Signature of Dean Date

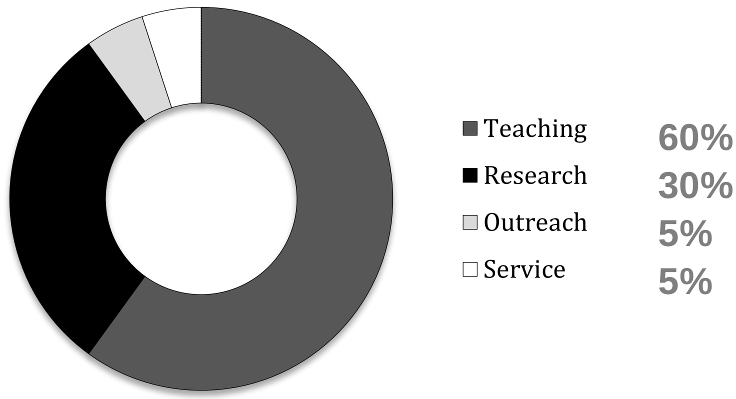
[1] If the above box is checked, the unit administrator is responsible to solicit comments from, and discuss with, the interdisciplinary/center administrators listed whether the interdisciplinary/center activities as stated are accurate. All solicited comments are to be attached to this form. (FSH 3050 B-2, 3520 E-1, G-3, G-4 c, 3560 C, and E-2d, and 3320 A-1 d).

FACULTY POSITION DESCRIPTION[1]

ENTER CALENDAR YEAR for review period:______

Faculty Name:
Title/Rank:
Unit(s):

V Number:
Administrative Title:
(if applicable)



Overall description of responsibilities and goals by category[2]:

Faculty Member: I agree that this is a reasonable description of my responsibilities to the University of Idaho for the forthcoming calendar year.

Signature of Faculty Member Date

☐ Interdisciplinary/Center Activities: Attach narrative.[3]

Unit Administrator(s): I agree that this position description is a reasonable reflection of the stated expectations for progress towards tenure, promotion and/or continued satisfactory performance.

Signature of Unit Administrator Date

Signature of Additional Unit Administrator Date
(e.g. joint appointments [if applicable])

College Dean: I agree that this position description is a reasonable reflection of the stated expectations for progress towards tenure, promotion and/or continued satisfactory performance.

Signature of Dean Date

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[1] FSH 3050
[2] Instructors will provide syllabi to their unit offices at the beginning of each term for courses for which they are responsible. Each syllabus should include expected learning outcomes for the course and should describe an example of how at least one learning outcome is assessed.
[3] If the above box is checked, the unit administrator is responsible to solicit comments from, and discuss with, the interdisciplinary/center administrators listed whether the interdisciplinary/center activities as stated are accurate. All solicited comments are to be attached to this form. (FSH 3050 B-2, 3520 E-1, G-3, G-4 c, 3560 C, and E-2d, and 3320 A-1 d).

3710

LEAVE POLICIES FOR ALL EMPLOYEES

PREAMBLE: This section describes the various kinds of leaves that are available for all UI employees. (See section 3720 for Sabbatical Leaves limited to faculty members.) This section and the following one were original parts of the 1979 Handbook*. The most substantive changes since that time have been the addition (under Governor Andrus) and subsequent deletion (under Governor Batt) of service leave for children at school and changes to subsection L that reflect changes in federal regulations. In 2002 extensive changes were made to subsection K that reflected Regent policy and current practice. In 2008 extensive changes to this policy were approved following many years of committee work involving Faculty and Staff Affairs, General Counsel, and Human Resources and a new section M was added on ~~servicemember~~ service member family leave due to a federal law change. In July 2010 a section R was added to address the Fiscal Year 2010 Furlough and in July 2011section R was removed and a new policy, FSH 3450, was created to address employment actions such as temporary furloughs. Unless explicitly noted, the text is as of July 1996. Further information is available from Human Resources (208-885-~~3609~~3638).* [ed. 7-97, 7-05, rev. 7-98, 7-02, 2-08, 7-10, 7-11]

CONTENTS:

A. GENERAL.

A-1. The U~~u~~niversity of Idaho (hereinafter referred to as ~~u~~University) strives to offer leave programs that are both comprehensive and flexible to meet employee needs. Leave with or without pay is extended to employees under a variety of circumstances described below. Exceptions may be granted in special circumstances [Q; APM 55.09, 55.07, 55.38; FSH 3120, 3720 and 6230] *[ed. 2-08, 7-10]*

A-2. The term "leave" refers to an employee's absence from duty. Each leave type as contained in this policy discusses circumstances in which such an absence may be continued with pay when leave accruals are available or when leave is approved without pay. Certain types of leave may require or provide options to take one leave concurrent with another. For example, sick and annual leave may be taken or may be required to be taken concurrently with other types of leave. All leaves are subject to approval.

A-3. Unless otherwise noted, for purposes of this policy, "immediate family member" includes: spouse, child (biological, adoption or foster arrangement), parent, brother, sister, grandparent, and these same relationships of a spouse. An immediate family member may also include an individual who has assumed a similar relationship to those above and for whom the employee or the individual has had financial responsibility for the other. An immediate family member also may include any individual who is a qualified dependent under IRS regulations. The University reserves the right to request documentation establishing financial responsibility or qualifying status as an IRS dependent.

A-4. Separation from employment or the term terminating employee refers to an employee's separation from all employment.

A-5. A break in State of Idaho service is defined as job termination that is separated by at least three (3) business days prior to re-employment with the ~~u~~University or any other State of Idaho employer.

A-6. Full and part-time employees are eligible for some or all leaves discussed in this policy.

a. Benefit-eligible employees are those who hold a board-appointed position [FSH 3080] and are employed at least half time or greater.

b. Individuals who are employed at least half time or greater as temporary help (TH) and who are expected to complete five (5) months or more of continuous ~~u~~U~~u~~niversity service and are eligible to participate in the Public Employers Retirement Plan for Idaho (PERSI) are eligible for limited benefits, including annual leave, sick leave and pay for holidays on which they do not work [FSH 3090].

A-7. Leave may not be taken in advance of accrual and may not be taken in excess of 80 hours in a pay period. *[rev. 7-15]*

A-8. Leave may not be taken on an employee's first day of employment. If an employee is unable to report for work on their specified first day of employment; employment will not begin until the first day that the employee reports for active duty.

A-9. All employees, including faculty and exempt employees, are responsible for recording all leave taken on bi-weekly time reports and complying with the terms of leave policies, including, but not limited to:

a. completing application for leave and providing medical evidence and other requested information;

b. abiding by any and all return-to-work restrictions; and

c. returning to work following expiration of approved leave.

Failure to uphold these responsibilities may result in absence without approved leave. Eligibility to preserve employment may be affected and/or the employee may be subject to disciplinary action, up to and including termination from employment as provided in appropriate ~~u~~University policies [FSH 3910, 3920 and 3930].

A-10. ~~Employees who are exempt from overtime accrual or payments may be absent from work for approved periods of less than ½ work day without charge to sick or annual leave. Sick, annual or other paid time off must be charged in ½-day increments when ½ day of work or more is not performed, except when alternative work has been performed in conjunction with an approved flexible schedule.~~ Exempt employees (full-time FLSA) who work at least four (4) hours in a day will be paid regular pay for the full day. If they work fewer than four (4) hours, the difference will be charged to the appropriate accrued leave. ~~category unless alternative work has been performed in conjunction with an approved flexible schedule. With respect to full-time FLSA exempt employees who accrue annual or sick leave, an employee working a minimum of four (4) hours in a day will be paid regular pay for the full day~~ If the employee is~~unless~~ on approved intermittent Family and Medical Leave (FML) ~~whereby~~ they must report each hour missed~~ for FML reasons. If the employee works fewer than 4 hours, the difference should be charged to the appropriate accrued leave category.~~

Employees who are not exempt from earning overtime accrual or payments shall record all approved absences in 1/4-hour increments, except when time loss has been made up through an approved flexible schedule.

A-11. Absent written agreement to the contrary, an eligible employee typically earns credit toward retirement plan vesting (see your PERSI, IORP or federal retirement plan document for details) and earns annual and sick leave accruals during the portion of any leave that is paid, except that sick and annual leave do not accrue during terminal leave [J], or in some circumstances during administrative leave [H-5]. An employee typically will not be given such credit for any periods of unpaid leave.

A-12. No break in service will occur during any approved paid or unpaid leave for the purposes of determining eligibility for retiree health benefits.

A-13. Departmental administrators are responsible for approving and ensuring the reporting of leave, via Banner, taken by the employees in their respective units. For procedures regarding reporting and monitoring leave see APM 55.08. The Banner system and Human Resources records are the official ~~u~~University leave records. *[ed. 7-10]*

A-14. Human Resources is responsible for coordinating requests and reviewing compliance with all types of leave other than sick, annual and medical appointment leave discussed in this section. [APM 55.09] *[ed. 7-10]*

B. ANNUAL LEAVE.

B-1. Employees receive annual leave based on their classification of employment. [FSH 3080]

a. Classified Employees on full-time fiscal-year appointments accrue annual leave based on hours worked at the rate of approximately 3.7 hours bi-weekly for the first five full years of service, with a maximum accumulation of 192 hours; 4.6 hours bi-weekly up to 10 years of service, with a maximum accumulation of 240 hours; 5.5 hours bi-weekly up to 15 years of service with a maximum accumulation of 288 hours; and 6.5 hours bi-weekly for more than 15 years of service with a maximum accumulation of 336 hours. [RGPP II.E.3; FSH 3080; APM 55.08 and 55.09] *[ed. 7-10]*

b. Faculty on full-time fiscal-year appointments and exempt employees, including postdoctoral fellows, accrue annual leave at the rate of 7.4 hours bi-weekly and may accumulate a maximum of 240 hours. [RGPP II.F.3, FSH 3080, APM 55.09] *[ed. 7-10]*

c. Faculty who hold academic-year appointments do not accrue annual leave. Their periods of obligation and leave are governed primarily by the academic calendar, subject to stipulation by the employee's dean. [FSH 3120]

B-2. Annual leave for classified and exempt appointment of less than 100% full-time, but equal to or greater than half-time, is accrued based on hours worked and at a rate based on the employee's classification [B-1]. No annual leave is accrued for less than half-time service.

B-3. Temporary employees who are eligible for PERSI accrue annual leave beginning on the first day of employment in an eligible position at a rate of .04625 times hours worked within each bi-week, however leave is not earned until the benefit qualification period has been satisfied.

Annual leave for qualified temporary employees accrues, but is not earned until the employee has worked at least 20 hours per week and for a period of at least five (5) months (the benefit qualification period). Approval to use accrued, but unearned annual leave may be approved by the employee's supervisor under special circumstances. However, in the event that accrued annual leave is taken before it is earned and the employee also voluntarily separates or is terminated for cause before annual leave is earned, the value of unearned annual leave taken will be withheld from pay, other earning or payments or must otherwise be repaid to ~~u~~University.

Leave Accrual Example:
Annual leave accrues based only on hours worked.
62 hours worked times ~~.0462~~.04625 results in 2.90 hours of accrual and may accumulate to a maximum of 192 hours.

B-4. Annual leave accrual is temporarily suspended when the accumulation reaches the maximum allowance. Once the leave accumulation drops below the allowed maximum, accruals resume.

B-5. Employees eligible for overtime earn overtime based on only hours worked. There is no overtime accrual based on annual leave, sick leave, compensatory time, holidays or any other paid time off.

B-6. Annual leave continues to accrue while on any paid leave, except that annual leave does not accrue on hours of compensatory time used; during terminal leave [K]; during academic transitional leave [J] or for temporary employees who accrue annual leave based only on hours worked.

B-7. At the employee's option, accrued annual leave may be used during any approved leave that could otherwise be taken as sick leave. See E-3 Parenting Leave for the requirement to use sick leave prior to use of annual leave.~~with the exception of parenting/adoption C7 (f).~~. [RGPP II.I.2.b.]

B-8. Annual leave must be scheduled in advance and requested in writing by the employee. Annual leave may not be taken without the supervisor's written approval. Both the employee's vacation preference and business needs of the unit must be considered in establishing mutually agreed periods of leave [APM 55.09]. *[ed. 7-10]*

a. Supervisors are responsible for coordinating and approving requests for annual leave of all employees in their respective units.

b. An employee on approved annual leave, who becomes eligible to use sick leave through unforeseen events, may use sick leave in lieu of annual leave~~ with approval from his/her supervisor~~. Documentation to support the use of sick leave may be required.

B-9. Leave balances are paid to employees upon separation (i.e. resignation, retirement layoff, non-renewal, termination) from all State of Idaho employment [IC 67-5334]. Leave balances are transferred from the ~~u~~University to other State of Idaho employers when the ~~u~~University employment ends and a new position is accepted with any State of Idaho employer when there is no break in state service [A-5]. However, the ~~u~~University reserves the right to require an employee to exhaust some or all annual leave prior to any job or employment separation.

~~Employees separating upon the expiration or termination of a grant will be required to use annual leave before the last day of employment. Employees whose salaries are funded by grants or contracts are expected to use all annual leave earned while paid from the grant or contract before the expiration of the grant or contract or termination of employment (see APM 55-09 C1).~~
Employees funded on grants or contracts are expected to use all earned annual leave during the appointment before expiration of the grant(s) or contract(s). Employees separating employment upon the expiration or termination of a grant or contract, will be required to use annual leave before their last day of employment. ~~The unit will be responsible for the payout of funds for any earned annual leave the employee fails to take before the expiration of the grant/contract (see APM 55.09 C-1).~~

In the event of an employee's death, payment is made to his or her estate.

The effective date of the employee's separation is the last day on which he or she reports to work for the ~~u~~University, unless ~~the Assistant Vice President (AVP) for Human Resources or designee~~ Executive Director ~~for~~ Human Resources ~~, or designee~~ has approved a written request for alternative termination arrangements that are in the best interests of the ~~u~~University.

A termination extended through the use of accrued annual leave must be approved in advance, in writing, by ~~the AVP for Human Resource~~ Human Resources ~~Director, s or designee~~ and unit administrator and shall be treated as terminal leave. [J and APM 50.20]

In the event that an academic administrator transitions from a position eligible for annual leave to a faculty position in which annual leave does not accrue, balances should be exhausted prior to the start of the new appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave

Commented [TA1]: From recently passed Parental Policy: E-3. Employees can choose to use a combination of accrued paid leave or unpaid leave. However, employees must first use accrued sick leave (see FSH 3710 M-2) and any accrued annual leave or compensatory time they have in excess of 80 hours before going on leave without pay. The remainder of the job protected leave will be unpaid, unless the employee chooses to use a combination of accrued annual leave, or compensatory time.

Commented [TA2]: Last sentence is unnecessary given new consolidated fringe.

Commented [TA(3]: 10/9/15 The title for the AVP has changed many times. FAC suggests using Human Resources and let HR determine who makes the decision to avoid constant updates to policy.

balances exceeding eighty (80) hours must be approved in advance by ~~the AVP for Human Resources,~~ Human Resources ~~Director, or designee~~.

B-10. Any individual, regardless of type of appointment, with an annual leave balance who transfers or who is reassigned to another unit within the ~~u~~University may be required to exhaust all existing annual leave prior to starting the new assignment.

B-11. Payment in lieu of annual leave taken for any reason other than separation from employment is granted only by exception or under other special circumstances within the business needs of the ~~u~~University.

B-12. Eligibility requirements for annual leave for temporary help (TH) can be found in FSH 3090.

C. SICK LEAVE.

C-1. Employees that work at least 40 hours in a bi-weekly pay period for at least five (5) consecutive months accrue sick leave. Accrual is approximately 3.7 hours bi-weekly for full-time service. [FSH 3090 C]

C-2. Sick leave accumulation for half-time but less than full-time service is accrued proportionately based on hours worked and earned at the rate of ~~.0462~~.04625 for each hour worked.

C-3. Sick-leave may be accumulated without limit.

C-4. Sick leave cannot be taken in advance of accrual. If, at the end of a bi-weekly pay cycle, absences exceed sick leave accumulation, the hours will be charged to compensatory time first, if available, and then to annual leave. If there is no leave accumulation, time will be unpaid. If sick leave or other types of paid leave are available for an approved absence of any duration, time-off must be taken using available paid leave and may not be taken as unpaid leave, unless such absence has been approved as a personal leave [N] without pay in accordance with the guidelines of this policy.*[ed. 2-08]*

C-5. Sick leave continues to accrue while on any paid leave, except for hours of compensatory time used; during terminal leave; and/or during academic transitional leave [I].

C-6. Sick leave may not be used in lieu of annual leave, except when the conditions of B-8. b. above have been met

C-7. Sick leave may be taken only as follows:

a. Illness of Employee. An employee's own illness, injury, or childbirth that prevents the employee from performing his or her assigned duties; or in the event of exposure to contagious disease if, in the opinion of responsible authority, the health of others would be jeopardized in the work place.

b. Illness of an Immediate Family Member. When the illness or injury of an immediately family member as defined in [A-3] of this policy requires the attendance of another, the employee may use his or her own available sick leave.

c. Death of an Immediate Family Member. In the event of a death of an immediate family member as defined in [A-3] of this policy; up to fifteen (15) days of sick leave may be used immediately following the event, but can be extended if there are special circumstances. The unit administrator and ~~the AVP Director for~~ Human Resources ~~or designee~~ may approve an extension of leave for up to a total of thirty (30) days of sick leave.

d. Death of a Family Member. Sick leave usage for the death of a family member other than a member of the immediate family as defined in [A-3] of this policy is limited to a maximum of five (5) days of sick leave immediately following the event.

e. Medical Appointments. Personal or family appointments for medical, dental, optical treatment or examination, or meeting with an Employee Assistance Program professional, including time for travel to and from such appointments. An employee is allowed up to two hours of time off per month for such appointments without charge to sick leave provided satisfactory arrangements have been made with the employee's supervisor. If the employee has absences totaling more than two hours in a month, such absences must be reported and charged to sick leave. There is no carryover balance from month to month.

f. Parenting/Adoption. Up to ten (10) days of sick leave may be used during an approved family medical leave for either parent for parenting as defined in L-5 of this policy. In the case of adoption, the child must be younger than 18 years of age and may not be a stepchild.

g. Organ Donation. Full- and part-time benefit eligible employees may use up to five (5) days of sick leave for bone marrow donation and may use up to thirty (30) days of sick leave to serve as a human donation organ donor during an approved family medical [L] or personal leave [N]. *[ed. 2-08]*

C-8. Attendance at work is a job requirement for all positions at the ~~u~~University. Excessive absenteeism can affect job performance. Supervisors ~~have the right to~~ may set ~~reasonable~~ attendance standards (see also FSH 3250 flextime/flexplace). Documentation may be ~~and~~ required ~~medical evidence~~ to be submitted to HR to support absences ~~that exceed these standards~~. Absences that occur during an approved family medical leave [L] are exempt from these requirements.

C-9. The federal Family Medical Leave Act of 1993 (FMLA) was adopted as law to protect the best interest and job security of employees. The ~~u~~University may initiate family medical leave (FML) and will apply FML concurrently with sick leave when the employee's own illness, work-related injuries, or an illness of a family member is covered by FML. In these circumstances, sick leave must be used before unpaid FML is taken [L-2].

C-10. An employee may be eligible for FML after three (3) consecutive days of sick leave, unpaid or other absence [L-4] and may initiate a request for FML at any time prior to an absence which they suspect may qualify. However, the ~~u~~University may also initiate FML and will typically take steps to determine if an absence qualifies as FML when an employee has missed five (5) consecutive workdays or longer by providing the employee with ~~an absence questionnaire~~s a medical certification form- and FML application. A failure to comply with a request to complete and return the ~~absence questionnaire~~ medical certification form and~~/or~~ the FML application (if applicable), ~~within a reasonable period of time,~~ may result in absence without pay and/or disciplinary action, up to and including dismissal from employment (~~as provided in relevant uUniversity policies [~~see FSH 3910, 3920 and 3930)~~]~~**.**

C-11. Employees transferring without a break in service from a qualified Idaho state agency or from the ~~u~~University to another state agency will be credited with their accrued sick leave by the receiving agency. All unused sick leave is forfeited when an employee is separated from state service. No compensation is made for such unused leave, except as provided in C-12 in the case of employees who are retiring from the ~~u~~University. If an employee returns to state service or to the ~~u~~University within three (3) years after separation, sick leave forfeited at the time of separation will be reinstated.

C-12. Employees who retire and then return to work at the ~~u~~University may not be entitled to reinstatement of sick leave balances. In this instance, only the ***unused*** portion of sick leave that was converted at the time of retirement [C-13 and FSH 3730 C] to pay for retiree health benefits may be reinstated for employees who separate for retirement purposes and later return to work at the ~~u~~University.

C-13. An employee who retires under the eligibility conditions for retirement or disability retirement as stated in FSH 3730 may apply a pre-determined amount of unused sick leave accrued since July 1, 1976, as payment for continued coverage under the ~~u~~University retiree health program. [FSH 3730, APM 55.39] *[ed. 7-10]*

D. HOLIDAYS.

D-1. The ~~u~~University is closed at least eleven (11) holidays each fiscal year. [3460 F-2]

D-2. Board-appointed employees [FSH 3080] and temporary help employees participating in PERSI [FSH 3090] are eligible to receive holiday pay. *[ed. 2-08]*

D-3. Benefit-eligible employees [A-6.a.] who are employed full time (87.5 percent or greater) receive holiday pay based on eight (8) hours for each holiday. An employee who works a compressed work schedule to include more than eight (8) hours each day, such as four (4) ten-hour workdays in one week, will still receive only eight (8) hours of holiday pay. With supervisor approval, the employee may make up the difference between their regular hours of work and the holiday pay for that day (two [2] hours in this example) through a flexible work schedule within the same work week [FSH 3460], or may use accrued compensatory time or annual leave, or take the time as unpaid.

D-4. Benefit-eligible employees [A-6.a.] who are employed at least half time but less than full-time, are entitled to receive holiday pay, pro-rated based on the average number of hours scheduled each week. The number of hours scheduled on a routine basis (not the hours worked in the week in which the holiday falls) is divided by five (5) days. For example:

20 hours per week / 5 = 4 hours of holiday pay
25 hours per week / 5 = 5 hours of holiday pay
30 hours per week / 5 = 6 hours of holiday pay

D-5. The ~~u~~University embraces diversity and recognizes that our workforce is derived from many diverse cultures to include many different religious preferences. An individual may be absent from work to observe a religious holiday consistent with his or her own religious beliefs and practices when the day is not consistent with the ~~u~~University's official holidays, provided advance notice is given. Pay for these absences are as follows:

a. Benefit-eligible employees may use their accrued compensatory time or annual leave to receive pay for an observed religious holiday that is not an official ~~u~~University holiday.

b. Employees who are not benefit-eligible, or who do not have compensatory or annual leave available, may observe the holiday without pay; or, with advance supervisory approval, employees may make up the hours in the same work week [FSH 3460].

D-6. Benefit-eligible employees are entitled to holiday pay while they are on other approved paid leave, or during any portion of paid or unpaid family medical leave.

E. MILITARY LEAVE. When an employee goes on military leave it is not considered a break in service.

E-1. Faculty and staff, regardless of whether or not they hold a fiscal-year or academic-year appointment are eligible for leave of up to one hundred twenty (120) hours ~~fifteen (15) working days~~ per calendar year ~~in a twelve (12) month period~~ for active duty or military training. ~~Leave for State of Idaho military duty or training is limited to one hundred twenty fifteen (12015) hoursdays within a calendar year.~~ Employees who are in board-appointed positions [FSH 3080] are eligible for full-pay while on paid military leave. When called to active duty or training, the ~~u~~University will pay the difference between military pay received from the U.S. or State government, but cannot duplicate pay. ~~This is accomplished by full pay during an approved military leave.~~ The employee must provide documentation of military pay received during leave, within ninety (90) days of return from leave or upon earlier job separation. The employee is required to repay to the ~~u~~University any amount which exceeds their regular base pay for the same period. Unpaid military leave may be requested if the employee knows their military pay will exceed their ~~u~~University pay. Annual and sick leave credit towards length of service for retirement plan, and other vesting will continue to accrue ~~during~~ according to the applicable plan documents ~~the fifteen (15) working days the one hundred twenty (120) hours of military leave and eligibility for employee health benefits will continue whether military leave is requested with or without pay.~~ Instead of taking military leave, an employee may request annual leave ~~An employee at their own option may instead request annual leave~~ on the same basis as any other vacation or other time off and if approved~~, may use annual leave and~~ retain full military pay. [APM 55.09 and 55.38] *[ed. 7-10]*

E-2. Any employee who is called to active duty and/or is required to serve more than ~~fifteen~~ one hundred twenty (~~15~~120) hours~~working days~~ is eligible for up to five (5) years of military leave. Eligibility for employee health coverage will continue at a minimum through the first thirty (30) calendar days of service while on an

Commented [TA4]: FAC: 4/18/16 – delete this sentence, intent is to meet federal regulation, not both state and federal.

Commented [TA5]: FAC: Can this be extended to other benefits, e.g. Retirement – see E-9 below, or is this only for health benefits?
HR: Yes, depends on plan.

FAC: 4/18/16 – remove sentence that refers to health benefits and refer to applicable plan documents so as not to limit employees ability to continue to accrue or vest if able to do so given the specific plan.

approved military leave. The employee will be required to pay the employee share of the health care costs, as well as the costs for his/her dependents.

E-3. ~~An employee may use annual leave and/or accrued compensatory time for military service and continue to receive pay and benefits before commencement of military leave.~~An employee may choose to use annual leave and/or accrued compensatory time for military service and continue to receive pay and benefits at any time.

E-4. Military leave beyond the first one hundred twenty ~~fifteen~~ (~~15~~120) hours~~working days~~ is generally granted without pay and benefits. Health care coverage will end for the individual who is called to active duty after the first thirty (30) days of service. However, coverage for his/her dependents may continue and are subject to the applicable benefits ~~S~~based on the University's current Summary Plan Document at the time of reinstatement~~contract: ,~~ contact Benefit Services. ~~ummary Plan Document in effect at the time of the leave and/or reinstatement. Contact Benefit Services at (208) 885-3638 for specific information or view the Summary Plan Document (SPD) on the benefits website at www.uidaho.edu/benefits. for up to an additional six (6) months, provided that the employee has made arrangements with Benefit Services to pay the full cost of coverage, on at least a monthly basis. In this instance, any other coverage provided by U.S. military programs will be primary.~~

~~**E-5.** When on military leave or when his/her dependents are not eligible for coverage elsewhere, the employee or his/her dependents, individually or as a family, may be eligible to continue health care coverage through COBRA.~~

~~**E-6.** An employee may elect to continue group life insurance benefits in effect for the employee or his/her dependents on the date the employee is called to active duty for a maximum period of thirty (30) days. However, the employee must self-pay the full cost, based on rates and eligibility rules afforded to others who are actively at work. Benefits from these programs generally exclude losses resulting from participation in a military organization or from an act of war.~~ **E-5.** An employee may also have the right to life insurance portability or conversion to an individual life insurance policy following termination of benefits in the group plan.

E-7. Upon reinstatement to active UI employment, the employee's health plan will resume as if their employment had not been interrupted.

E-8. In accordance with state and federal law, an employee upon return will be reinstated to his/her former position or a comparable position without loss of seniority, status or pay rate provided the employee returns with an honorable discharge and within five (5) years from departure date from the ~~u~~University.

a. In some situations, re-employment may not be possible, such as when there has been a significant change in circumstances, if re-employment would impose an undue hardship on the ~~u~~University or department, or if the person's employment was temporary in nature, such as positions that are grant-funded for a specific duration and/or temporary help (TH) positions.

1. If the returning employee's skills need upgrading to meet the requirements for a prior or promoted position, the ~~u~~University will make reasonable efforts to refresh or update these skills unless such efforts would create undue hardship for the ~~u~~University.

2. When an employee with a service-related disability is not qualified to perform the essential functions of his/her job after the ~~u~~University has made reasonable efforts to accommodate the disability, the employee may be placed in another position of comparable pay, rank, and seniority.

b. Employees returning from military leave must provide the ~~u~~University with written timely notification of intent to return to their position. The ~~u~~University may require documentation that the person's application for reemployment is timely and that the person's discharge from uniformed services was under honorable conditions. University procedures will follow the applicable state and federal law, including but not limited to the Uniformed Services Employment & Reemployment Rights Act (USERRA), 38 U.S.C. 4301-4333, enforced by Department of Labor's Veterans' Employment & Training Services (VETS) (www.dol.gov/vets.)

Commented [TA6]: FAC 11/13/15 reworded, feels employees should have a choice when to use their accrued leave.

Commented [TB(7]: The SPD's govern the plans and can change when contracts change. To keep this section current, it would be best to reference these governing documents for accuracy.

Commented [TA(8]: FAC would like to know who has control, makes decisions, over the SPD?
HR response: SPD is required by federal law, plans are reviewed by HR, BAG and various others.

E-9. Retirement benefit contributions are suspended while the employee is on unpaid military leave when the 120 hours per E-1 have been exceeded. Upon reinstatement to active UI employment after military leave, reenrollment in the retirement plan will be accomplished in accordance with the plan documents~~immediate~~.

a. Credited state service continues during military leave as though no break in employment has occurred.

b. The employee may elect to make up any employee contributions missed during an approved military leave. Such contributions must be paid into the plan within a period not to exceed three (3) times the length of the military leave, up to a maximum of five (5) years.

c. The ~~u~~University will contribute the regularly scheduled match contributions for any employee make-up payments made in connection with an approved military leave.

d. For purposes of determining eligibility for retiree health coverage, military leave will not count as a break in service provided that re-employment occurs within the parameters of this policy. Further, an employee will receive ~~u~~University service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] during the fifteen (15) days of approved paid military leave; however, the employee will not receive service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] for any unpaid military leave.

~~**E-10.** The uUniversity will not discharge an employee without cause, as that term is defined by federal USERRA regulations, who is reinstated under the provisions of the USERRA and has served thirty-one (31) to one hundred and eighty (180) days without cause for six (6) months following reinstatement. If the length of military service was more than one hundred and eighty (180) days, but less than five (5) years, the employee will not be discharged without cause for one (1) year following reinstatement.~~

E-11. This policy is intended to comply with applicable state and federal laws, including the Uniformed Services Employment and Reemployment Rights Act (USERRA) of 1994. To the extent that any provision of this policy is ambiguous and/or contradicts the Act or any other law, the applicable law or Act will prevail.

F. LEAVE FOR COURT REQUIRED SERVICE AND VOTING.

F-1. Any employee who is summoned for jury duty or subpoenaed as a witness before a court of competent jurisdiction or as a witness in a proceeding before any federal or state administrative agency will be granted leave. Benefit-eligible employees will be granted leave with pay, except as provided below in F-2. Travel expenses in connection with this duty are not subject to reimbursement by the ~~u~~University. [RGPP II.I.5.a.2; APM 55.09] *[ed. 7-10]*

F-2. An employee must request annual leave or personal leave without pay for the following:

a. appearing as a party in a non-job-related proceeding involving the employee;

b. appearing as an expert witness when the employee is compensated for such appearance; or

c. appearing as a plaintiff or complainant, or as counsel for a plaintiff or complainant, in a proceeding in which the Board of Regents or any of its institutions, agencies, school or office is a defendant or respondent. [RGPP II.I.5.a.]

F-3. Polling places are typically open extended hours and absentee voting is widely available. However, employees who are unable to vote outside of scheduled hours will be allowed time off to vote. If available, an employee may use accrued annual leave, compensatory time or, if approved in advance, may be able to make up time lost to vote within the same work week [FSH 3460] through a flexible work schedule. Otherwise, time off will be approved, but unpaid.

G. LEAVE FOR CAMPAIGNING FOR OR SERVING IN PUBLIC OFFICE.

G-1. The president approves requests for leaves of absence for the purpose of campaigning for or serving in public office [RGPP II. I.5.c.]. ~~-~~See FSH 6230 E for provisions concerning leave for campaigning and serving in public office.

G-2. It is the Board of Regent's intent that state salary not be duplicated to an employee serving as a member of the Idaho Legislature. Any leave for serving as a member of the Idaho State Legislature will be unpaid when the Legislature is in session [RGPP II.I.5.c.2.]. Certain benefits may continue during the unpaid leave; however, the employee must pay the full cost of coverage.

H. ADMINISTRATIVE LEAVE.

H-1. Administrative Leave is leave with pay and benefits. An employee will continue to receive pay and leave accruals in accordance with their regular rate and maintain eligibility for other benefit programs. (Terminal leave (J) and academic transitional leave (I) are not considered administrative leave.)

H-2. At the discretion of the president or his/her designee, an employee may be granted administrative leave when the state or the ~~u~~University will benefit as a result of such leave. [RGPP II.I.5.d; 3470 B] *[ed. 7-10]*

H-3. Examples of circumstances that may qualify an employee for administrative leave are volunteer fire fighters attending class off campus, official delegates to the annual general convention of Idaho Public Employees' Association, and members of state or local committees, such as the Human Rights Commission, attending official meetings.

H-4. With the approval of the president or designee, an administrator may also use administrative leave to remove an employee from the workplace (for example during an investigation or to mediate an employee relations issue), if approved in advance by Human Resources. The President's Office or Provost's Office, as appropriate must be notified.

H-5. In all cases involving administrative leave with a duration that is more than one bi-week, an electronic personnel action form (EPAF) must be processed. When leave is less than one full bi-week, hours attributed to administrative leave shall be coded as "ADL" on the time/leave record and in the payroll system.

H-6. In the absence of a written agreement to the contrary, an employee on administrative leave must be available for recall to work during regular ~~u~~University business hours in the event that the employee's services are required or he/she is otherwise requested to return to work.

H-7. Under certain circumstances, the ~~u~~University may require the use of accrued annual leave and/or compensatory time.

H-8. **Administrative Leave with Pay**. When the president or designee makes a decision to close, cancel classes, or postpone the opening the University, employees will be authorized Administrative Leave with pay. When approved, employees will enter hours as follows for emergency closure days:

Commented [TA(9]: Comes from APM 95.21

Classified and PERSI eligible TH will enter the hours they would have worked. Exempt and faculty enter leave if leave taken is more than 4 hours and will record leave only if they were out more than 4 hours.

(i) (TH) Temporary Help (PERSI Eligible only) – enter hours regularly scheduled but not worked due to the closure under the Administrative Leave code, up to 8 hours

(ii) Classified – enter hours not worked due to closure under the Administrative Leave code, up to 8 hours

(iii) Exempt & Faculty – enter hours not worked, if over 4, due to closure under the Administrative Leave code, up to 8 hours.

I. ACADEMIC TRANSITIONAL LEAVE.

I-1. Academic transitional leave may apply when an academic administrator steps down from his/her administrative appointment and assumes a faculty appointment. The purpose of academic transitional leave is to prepare the employee for a new faculty appointment. Transition leave is not available in the event of transition from academic faculty to an administrative appointment. Academic transitional leave is granted at the discretion of the ~~u~~University, must be approved by the provost, and approved by the president or designee.

I-2. There is no accrual of annual leave during the period of academic transitional leave. All other benefits and leave accruals are provided on the same basis as afforded to similarly situated employees in a faculty job classification. Annual leave balances should be exhausted prior to a new academic faculty appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by ~~the Executive Director of~~ Human Resources.~~, or designee~~e ~~AVP for Human Resources or designee.~~

J. TERMINAL LEAVE.

J-1. Terminal leave is paid leave received by a terminating employee in lieu of wages at the employer's discretion. An example of terminal leave is leave paid to an employee who is not completing the term of his/her contract at the request of the employer. Sick and annual leave is not accrued during the terminal leave period. Time toward length of service for retirement vesting and eligibility for ~~u~~University retiree health benefits [FSH 3730] will continue. The duration of terminal leave is determined at the discretion of the ~~u~~University.

J-2. During terminal leave, health benefits continue for an employee and his/her covered family members on the same basis as employees of the same classification who are actively at work. The employee's share of all health care contributions, including employee and dependent medical/dental, supplemental life, and/or any other costs of coverage, will be withheld from the employee's pay. Upon separation from employment, the employee and/or his/her covered family members, as a family or individually, may have rights to medical/dental coverage through COBRA.

J-3. The ~~u~~University may require the use of accrued annual leave and/or compensatory time during the terminal leave period or may pay out some or all accrued, but unused balances at the time of termination.

K. SHARED LEAVE.

K-1. University employees who earn annual leave may donate annual leave hours to shared leave. Shared leave may be donated to a shared leave pool or to the benefit of a specific eligible recipient. [See FSH 3710 L-5 below and APM 55.07 C-3 for conversion of donated leave to shared leave] *[ed. 7-10, 7-15]*

K-2. Eligibility. Benefit eligible employees, including academic year faculty who do not accrue annual leave, are eligible to receive shared leave. If an employee is only eligible for benefits under the Patient Protection and Affordable Care Act (PPACA) they do not qualify for shared leave. ~~Employees for benefits under the who fall under the (Does not include those only eligible for benefits under the Patient Protection and Affordable Care Act (PPACA) or otherwise are not ineligible for they do not qualify for shared leave.under University policy.)~~

a. ~~a~~**. Qualifying Events.** If any benefit-eligible employee [A-6. a.] who has a health condition K-2.a.1] or whose immediate family member [A-3] has such a condition and the employee is required to take time away from work, and has exhausted all leave, the employee may apply for shared leave. ~~when time away from work is a qualified absence as described below in (K-2.a.1) but and when time away will not be compensated by paid leave or wage replacement programs such as disability and workers' compensation benefits.~~
~~**b.**~~

1. The health condition of the affected individual must be certified by a competent health care provider to be considered as acceptable evidence by the ~~u~~University, and qualify as a serious health condition as defined by family medical leave [L] to include a need resulting from human organ or bone marrow donation. This provision applies only to the acceptable medical conditions of family medical leave. An employee need not meet the service and other requirements of family medical leave to be considered as an absence eligible for shared leave.

Commented [TA10]: First deleted part is redundant, latter part on disability is moved to below section on disability in c.

2. An applicant for shared leave who has used his or her own annual leave for purposes other than attending to a medical condition that is known to create potential for an extraordinary need for leave typically is not eligible for leave from the shared leave pool. Under extraordinary circumstances, such an applicant may request an exception to receive shared leave from directed donations.

3. Shared leave that is donated from the shared leave pool is intended for use by employees who intend to return to work. An applicant who wishes to receive shared leave and otherwise meets the criteria of the program and does not intend to return to work may apply for shared leave; however, shared leave in this instance is available only from donations directed specifically to that one recipient.

b. Prerequisites. An employee must ~~have~~ used~~d~~ all other available leave such as sick leave, annual leave, and compensatory time to qualify ~~as a recipient~~ for ~~of~~ shared leave. ~~If an employee applies for shared leave within the first year of employment, any shared leave approved must be in the form of direct donations, up to the benefit maximum.~~ If an employee receives shared leave during the first year of their employment with UI, and does not return to active service for at least one full year after completion of their leave, they will be expected to repay the compensation they received, unless this requirement is waived by the president.

c. Disability Income. To be eligible for shared leave for the employee's own medical condition that is expected to last longer than 30 days, employees must first apply for wage replacement benefits that may be available through ~~workers' compensation or~~ disability coverage. In cases of job related injuries, employees must first apply for wage replacement through workers' compensation. Once such benefits begin, eligibility for shared leave benefits end. However, an otherwise eligible employee may use shared leave while satisfying the waiting period or after exceeding maximum disability periods for income replacement programs. Shared leave cannot be claimed when time away will be paid through wage replacement programs such as disability and workers' compensation benefits.

K-3. Donating ~~Shared~~ Annual Leave to Shared Leave Pool.

a. Employees who have an accrued annual leave balance may donate to shared leave regardless of their funding salary source. Donations may be made to the shared leave pool and accessed by any eligible recipient or donated directly to a specific shared leave recipient.

~~**b.** Shared leave donations are restricted to direct donation when the donor's annual leave balance is less than forty (40) hours from the maximum leave accumulation limit. In this instance only, the amount of leave actually used by the recipient will be deducted from the donor's account before any balance is taken from the shared leave pool. Donated leave not used by the recipient will be returned to the donor's account or forfeited if the maximum accrual has been reached. Donors can choose to designate any unused direct donations to be added to the general shared leave pool.~~ ~~*[ed. 7-11]*~~

b~~c~~. Leave donations made for a specific individual will be drawn from donors' accounts based on a first-received basis. The first donation request received by Benefit Services will be processed before a second donation from other recipients or before hours are withdrawn from the shared leave pool. Donations will be drawn from the donor's annual leave account as the time is transferred and used by the recipient. No leave donation in excess of the recipient's shared leave needs will be taken, unless contributions to the shared leave pool also have been authorized, except as noted above in section b., when donations to the shared pool are restricted.

c~~d~~. Leave donations may be made in any amount of not less than ½-hour (.50) increments.

d. Shared leave donations may not cause the donor's annual leave balance to fall below forty (40) hours at the time the donation is processed unless the donor is terminating active employment from the University. Donors should be aware that any shared leave not used by the intended recipient will be returned to the Shared Leave Pool, not returned to the donor(s). [7-15]

K-4. Shared Leave Benefits.

Commented [TA(11]: 4/18/16: FAC - Allow but note the UI may request repayment, same as for sabbatical leave, if an employee does not return. This addresses HR's concern about depletion of the shared leave pool.

Commented [TA12]: HR requests adding this sentence: change in procedures – Does not harm new employees because they are still able to receive SHL, helps prevents misuse of SHL by new employees who do not intend to continue employment with the university. (This has been a problem with the administration of this policy)

Commented [TA13]: HR states: These language changes are needed to prevent unnecessary disability filing requirements to apply for SHL if an employee meets the eligibility for SHL but is not out long enough to qualify for disability income. This has been burdensome for employees, HR staff, and vendor management and will improve the efficiency of the process and not harm employees in any way.

Commented [TA14]: Moved from above to ensure that if one receives wage replacement, they cannot also receive shared leave -- thus additional pay.

Commented [TA15]: HR: It is a roadblock for people wishing to donate leave and serves no real advantage to anyone, causes delays in processing requests and administrative burdens. This is an improvement on the donation procedures.

a. Maximum Benefit. The maximum shared leave benefit is limited to four (4) working weeks of leave within a rolling twelve (12) month period. Shared leave hours ~~that are~~ granted will be ~~reflective of the employee's regular percentage of appointment~~ prorated based on employee's FTE.

~~c.~~b. Recipients of shared leave from the shared leave pool will receive the benefit on a first-come, first-serve basis as the pool balance must not fall below zero dollars. If funds are unavailable from the shared leave pool, then the recipient would be required to solicit direct donations.

~~b~~c. Shared leave requests are reviewed and granted by ~~the Director of~~ Benefit Services ~~or designee~~ in accordance with this policy. Applicants awarded shared leave will be notified in writing; if the request is denied, the reason(s) for denial shall also be stated in writing. The requestor may appeal a denied request for shared leave. Appeals must be made in writing to ~~the AVP for~~ Human Resources within thirty (30) days from the date of denial and must reference the applicable sections of policy and reasons why there is disagreement. ~~The AVP for~~ Human Resources will respond to appeals within thirty (30) days.

K-5. Funding and Conversion.

~~**a.** Donation Conversion. Hours of donated shared leave are multiplied by the hourly rate of the donor; that amount is recorded as a deposit to the shared leave pool or the directed recipient's account and subtracted as hours from the donor's annual leave balance~~.

~~**b.** Recipients Conversion. The recipient's hours of shared leave need is multiplied by the recipient's hourly rate and subtracted from the shared leave pool.~~

~~Sick leave is a liability that is funded only through base salary.~~ a. Funding for a full year of base salary is provided for most positions. ~~If an employee is absent without pay the~~ A department typically has received funding for the duration of the employee's full appointment. If an employee is absent without pay, the department ~~and~~ would achieve salary savings as a result. The only exceptions would apply to those working from certain special funding sources or who hire a temporary replacement during the period of unpaid leave. Consequently, the department of the employee who will receive shared leave is responsible for funding the employee's pay ~~its employee will receive~~ during leave from shared leave donations.

b. Conversion for direct donations. Hours donated by an employee for a specific recipient are calculated at the donor's hourly rate and converted to dollars that will be distributed to the recipient using the recipient's hourly rate. Donors should be aware that if the conversion value from donated hours is greater than the intended recipient uses, any unused dollars will go into the Shared Leave Pool.

~~**c.** Donors may donate annual leave regardless of their salary funding source. The department or sponsored research project gains the hours the employee would have taken for annual leave when their employee makes a donation.~~

L. FAMILY MEDICAL LEAVE.

L-1. Family medical leave may be requested by an eligible employee for the following reasons:

a. the birth of a son or daughter of the employee and/or in order to care for such son or daughter;

b. the placement of a son or daughter with the employee for adoption or foster care; *[rev. 7-15]*

c. to care for an immediate family member as defined in [A-3] of this policy with a serious health condition as defined in [M-5] of this policy;

d. because of the employee's own serious health condition [M-5]; or

e. to serve as a human organ or bone marrow donor.

Commented [TA16]: HR: Changes here are requested to clarify the benefit and how hours are given if someone is less than part-time. No real change just clarification.

Commented [TA17]: FAC: Seems odd that appeals are sent to HR Director about an HR decision. In APM 55.07 there is reference to a Shared Leave Committee, two faculty, two staff, and HR Director who is chair. What has happened to this committee?

Commented [TA18]: Added to ensure donors are aware of the conversion calculation in terms of dollars: donated vs. received/needed/used.

Commented [TA19]: This was moved to K-3 a. above.

Commented [TA20]: Ignore this section: The parental leave recently passed at Senate will over-ride this entire section.

The entitlement to leave under subparagraphs (a) and (b) of this section M-1 for a birth or placement of a son or daughter is encompassed in the Parenting Leave described in Section E, of this policy.

L-2. Family medical leave and/or servicemember family medical leave is leave without pay. However, when the absence also qualifies for the use of sick leave, if available, sick leave must be used first in conjunction with family medical leave before any period of unpaid absence. Once sick leave has been exhausted or when the type of absence does not qualify for the use of sick leave, the entire absence or remainder of the approved family medical leave will be unpaid, unless the employee chooses to use any combination of compensatory time, annual leave, or shared leave (if eligible; K). *[rev. 2-08]*

L-3. Eligibility. If the employee has been employed by the university for a minimum of twelve (12) months and has worked at least 1250 hours during the previous twelve (12) month period prior to the requested leave, the employee is eligible for family medical leave.

L-4. Length of Leave. A maximum of up to twelve (12) weeks or a total of 480 hours of family medical leave may be granted to eligible full-time employees during a rolling twelve (12) month period. Eligible part-time employees may be granted up to twelve (12) working weeks of leave or a total number of hours consistent with their regular work schedule within a twelve (12) week period. (i.e. 20 hours per week x 12 weeks = 240 hours). The period is measured from the date the employee last used/exhausted family medical leave or became employed by the university to the date leave is to begin. Family medical leave may be taken on a continuous, intermittent, or reduced-hour basis.

L-5. Definitions.

a. "Serious health condition" is defined as an illness, injury, impairment or physical or mental condition that involves any period of incapacity or treatment connected with in-patient care (i.e. overnight stay) in a hospital, hospice, or residential medical-care facility, and any period of incapacity or subsequent treatment in connection with such in-patient care; continuing treatment by a health care provider, which includes any period of incapacity (i.e. inability to work, attend school, or perform other regular daily activities) due to a health condition (including treatment for or recovery from) lasting more than three (3) consecutive days; and any subsequent treatment or period of incapacity relating to the same condition, that also includes:

1. treatment two (2) or more times by or under the supervision of a health care provider; or one treatment by a health care provider with a continuing regimen of treatment; or
2. pregnancy or prenatal care. A visit to the health care provider is not necessary for each absence; or
3. chronic serious health condition, which continues over an extended period of time, requires periodic visits to a health care provider, and may involve occasional episodes of incapacity (e.g. asthma, diabetes). A visit to a health care provider is not necessary for each absence; or
4. permanent or long-term condition for which treatment may not be effective (e.g. Alzheimer's, a severe stroke, terminal cancer). Only supervision by a health care provider is required, rather than active treatment; or
5. absences to receive multiple treatments for restorative surgery or for a condition which would likely result in a period of incapacity of more than three days if not treated (e.g. chemotherapy or radiation treatments for cancer).

L-6. Health benefits continued during family medical leave on the same basis as for any similarly situated employee who is actively at work, regardless of whether the employee is using other forms of accrued leave or taking leave unpaid. The employee's share of cost for health coverage is the amount that is typically payroll-deducted for the employee's own coverage and/or coverage for his/her dependents. The employee is responsible for payment of these amounts during leave. Payroll deductions will be continued for any portion of the leave that is paid. During any portion of leave when no pay is received, the employee must make arrangements to self-pay these amounts. Retirement plan contributions, accruals for sick and annual leave and credit toward vesting are suspended during unpaid portions of family medical leave.

L-7. All qualified absences, including those due to a work-related injury, will be considered as family medical leave.

L-8. If there are reasonable circumstances to support that an employee's absence qualifies as family medical leave, the university has the right to classify such absence as family medical leave.

L-9. When the need for family medical leave is foreseeable, an employee must request an application for family medical leave at least thirty (30) days in advance of the need for leave. Application assistance is available from Benefit Services. When events are not foreseeable, employees must provide as much notice as is possible. Application for family medical leave after a return from absence is not recommended; rights to preserved employment and benefits may be adversely affected. In any event, absent extraordinary circumstances, an employee may not claim an absence as a qualified family medical leave event unless done so within the first two (2) days of return from an absence.

L-10. When leave is taken for personal illness or to care for an immediate family member with a serious health condition, leave may be continuous or intermittent and may include a reduction in hours worked. For intermittent leave, the employee must provide certification from the health care provider caring for the employee and/or family member stating the leave must be taken intermittently. Employees needing intermittent leave must attempt to schedule their leave so as not to disrupt university operations. The university reserves the right to assign an employee to an alternative position with equivalent pay and benefits that better accommodates the employee's intermittent or reduced leave schedule.

L-11. Employees on family medical leave are required to provide documentation to Benefit Services as requested, including intent to return to work. During leave, the university may require an employee to re-certify the medical condition that caused him/her to take leave. A return-to- work release from the health care provider is required before an employee absent due to his or her r own serious health condition may return to work.

L-12. Family medical leave requests for medical treatment or care giving requires certification from the health care provider documenting medical necessity.

L-13. Family medical leave requests for parenting must be approved in advance and completed within twelve (12) months of the birth, adoption, or foster care placement of a child.

a. Shared leave (if granted) may be used for the disability period related to childbirth.

b. Intermittent leave or reduced work schedule requests for parenting may not be granted, or may be cancelled by the university with thirty (30) days written notice, based on business needs of the university.

L-14. Family medical leave taken by two (2) university employees to care for a family member who has a serious health condition consists of a maximum twelve (12) weeks of leave for each employee. Family medical leave for parenting is addressed in FSH 3710 E. *[rev. 7-15]*

L-15. If the university obtains information from a credible source, such as the workers' compensation authority, disability carrier, or a medical practitioner, that alters, changes, casts doubt, or fails to support continued leave or the leave application, the university has the right to:

a. revoke leave;

b. not grant leave;

c. require new evidence to support the leave request;

d. require the employee to return to work if the leave is not substantiated; and/or

e. when appropriate under applicable employee discipline policies [FSH 3910, 3920, and 3930], take disciplinary action, up to and including dismissal.

L-16. Upon return from family medical leave, employees will be assigned to their same or similar position with equivalent pay and status with or without reasonable accommodation, as appropriate, in accordance with the Americans with Disabilities Act. Job reassignment must be coordinated with Employment Services and approved by the AVP for Human Resources or designee. The university has no obligation to restore employment to temporary hourly (TH) or other employees if the employment term or project is over and the university would not otherwise have continued employment.

L-17. Family medical leave is not intended for individuals who do not plan to return to work. An employee who applies for and is granted family medical leave and fails to return to work for at least thirty (30) days upon the expiration of their family medical leave period may be obligated to repay the costs of health coverage provided by the university during any portion of family medical leave. If the university is notified that the employee does not intend to return to work, the family medical leave period will terminate immediately and the employee will be separated from employment on that date. Medical, dental and under some circumstances Health Care Spending Accounts may be continued through the Consolidated Omnibus Budget Reconciliation Act (COBRA). Options for life insurance portability or conversion may also be available. Job separation under these circumstances will result in a lump sum payment of annual leave and/or compensatory balances. In addition, the employee will no longer have a right to restoration to the same or equivalent position. The employee is responsible for contacting Employment Services to arrange for an exit interview.

M. SERVICE_MEMBER FAMILY AND MEDICAL LEAVE. The federal Family and Medical Leave Act (FMLA) now entitles eligible employees to take leave for covered family member's service in the Armed Forces (Service_member Family and Medical Leave) in two instances. This section of the policy supplements the above family medical leave policy and provides general notice of employee rights to such leave. Except as stated below, an employee's rights and obligations to service_member family and medical leave are governed by the general family medical leave policy. *[add. 2-08]*

M-1. Definitions: The following definitions are applicable to this section of the policy.

a. "Eligible employee" is a spouse, son, daughter, parent, or for purposes of caring for a family member, the next of kin of a covered family member.
b. "Next of kin" is the nearest blood relative of a family member who is in the Armed Forces.
c. "Covered family member" ~~-~~means any family member who is a member of the Armed Forces, including a member of the National Guard or Reserves, regardless of where stationed and regardless of combative activities.
d. A "covered veteran" is an individual who was a member of the armed forces (including a member of the National Guard or reserves) and was discharged or released under conditions other than dishonorable at any time during the 5-year period before the first date the eligible employee takes FMLA leave to care for the covered veteran.

(i). An eligible employee must begin leave to care for a covered veteran within 5 years of the veteran's active duty service, but the "single 12-month period" may extend beyond the 5-year period.

M-2. Leave Entitlement: Eligible employees are entitled to take service_member family and medical leave for any one, or for a combination of the following reasons:

a. Any "qualifying exigency" (as defined by the Secretary of Labor) arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a "contingency operation," and/or
b. To care for a covered family member who has incurred an injury or illness in the line of duty while on active duty in the Armed Forces, or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the armed forces, ~~-~~ provided that such injury or illness may render the covered family member medically unfit to perform duties of the family member's office, grade, rank or rating.
c. In the case of a covered veteran, an injury or illness that was incurred by the member in the line of duty on active duty in the armed forces (or existed before the beginning of the member's active duty and

was aggravated by service in the line of duty on active duty in the armed forces) and manifested itself before or after the member became a veteran and is:

i. A continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the armed forces and rendered the service member unable to perform the duties of the service member's office, grade, rank, or rating; or

ii. A physical or mental condition for which the covered veteran has received a U.S Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or

iii. A physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or

iv. An injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the U.S Department of Veteran's Affairs Program of Comprehensive Assistance for Family Caregivers.

M-3. Duration of service member family and medical leave:

a. When leave is due to a qualifying exigency: an eligible employee may take up to 12 work weeks of leave during any 12-month period.
b. When leave is to care for a covered family member: an eligible employee may take up to 26 workweeks of leave during a single 12-month period to care for the covered family member. Leave to care for a covered family member, when combined with other qualifying family medical leave may not exceed 26 weeks in a single 12-month period.
c. Concurrent leave: service member family and medical leave runs concurrent with other leave entitlements provided under federal, state and local law.

N. PERSONAL LEAVE. *[ren. 2-08]*

N-1. Any employee not covered by another ~~u~~University leave type within this policy may request a personal leave of absence.

N-2. Personal leave is leave without pay and without benefits. However, the supervisor may require the use of sick, annual or any other type of accrued leave if the absence qualifies and leave is available. Personal leave may be taken with pay and benefits when other paid leave such as annual leave is taken concurrently. In rare circumstances, leave may be approved without pay, with continued benefits, but only when approved as an exception and only when doing so meets the business needs of the ~~u~~University. Hiring units are responsible for funding the benefits under these circumstances. [APM 55.38] *[ed. 7-10]*

N-3. Reasons for requesting a personal leave may include, but are not limited to, religious, personal, and educational matters or for extension of any leave when all other leaves have been exhausted.

N-4. All requests for personal leave must be made to the supervisor in writing. A leave of three (3) working days or less can be approved by the supervisor and are recorded by the timekeeper on the employee's time record as LWB. The president or his/her designee (i.e., provost) must approve a personal leave which exceeds three (3) working days. Personal leave is not guaranteed and is granted on a case-by-case basis, with the approval of the supervisor and the unit administrator, based on the business needs of the ~~u~~University.

N-5. The president or designee (i.e. provost) may grant personal leave without pay with or without benefits for a period of up to one (1) calendar year, with extensions not to exceed a total of three (3) successive calendar years [RGPP II.I.5.c.1]. Consideration is given to such requests on an individual basis in the light of the reason for which it is requested, whether it is leave with or without paid benefits and the effect that granting it will have on the employee's unit or program.

N-6. When a personal leave of absence is granted, the ~~u~~University assures reinstatement of the individual to a position of similar status and pay, but only to the extent that such position continues to exist and would have continued to exist had no leave been taken. Return to work in the same job within the same department is not promised.

N-7. During personal leave without pay an employee is not eligible for holiday pay, the accrual of sick or annual leave, or the use of medical appointment leave, and may not be granted any other type of leave of absence such as family medical or military leave until the employee has first returned to work under active status and otherwise qualifies for such leave.

N-8. An employee who has received approval from the president or his/her designee for a personal leave without pay without paid benefits ***may*** continue to contribute toward and receive the benefits of the institution's insurance and retirement programs, if the laws, rules, regulations, policies and procedures governing the administration of such insurance and retirement programs permit. [RGPP II.I.5.c.3]. Employees should consult Benefits Services for more detailed information on how personal leave without pay will impact their benefits and their rights to continue coverage through COBRA and life insurance conversion or portability. [APM 55.09 and 55.38] *[ed. 7-10]*

N-9. Employees who are granted a personal leave of absence without pay are responsible for making arrangements with Benefit Services, before the leave begins, for the continuation or discontinuation of benefits. Also, they should call Benefit Services on their return to active status to make sure that any benefits that had been discontinued are reinstated or to adjust for changes that occurred while they were on leave. [APM 55.38] *[ed. 7-10]*

N-10. Personal leave is not intended as a vehicle to continue benefits for periods when employees are not working due to academic or seasonal work schedules or for a reduction in hours.

O. EXTENDED ~~FAMILY~~ MEDICAL LEAVE. *[ren. 2-08]*

Commented [TA21]: Remove to avoid confusion with Family medical leave.

O-1. Extended ~~family~~ medical leave (E~~F~~ML) extends job protection and health benefits beyond the expiration of family medical leave. E~~F~~ML is intended for the following:

a. Individuals who plan to return to work and have a prognosis to support return to work with assumption of full duties and responsibilities of their position, with or without reasonable accommodation, within a total absence period of no more than twelve (12) consecutive months; or

b. Individuals who do not have an acceptable prognosis to return to work, but whose absence qualifies for the use of sick leave and who have an unused sick leave balance upon the expiration of family medical leave.

O-2. E~~F~~ML and other options for an employee's return to work following an approved family medical leave must be coordinated and approved through Benefit Services~~, approved by~~ in consultation with the supervisor, and are granted at the discretion of the ~~u~~University, but are not guaranteed. E~~F~~ML may not exceed a total absence period of twelve (12) consecutive months. ~~nine (9) consecutive months~~. *[ed. 2-08]*

Commented [TA22]: HR: Language changes to correctly reflect the current procedure and clarify the department/supervisor role in the EFML process. Based on current practice and if criteria for EFML is met extensions are granted. If necessary, coordination with general counsel and department are done when denials are necessary leading to fur4ther action and/or NCA.

Commented [TA23]: HR: Requested to follow current practice.

Commented [TA(24]: Faculty Affairs is fine with these changes in O, however they would like to point out that practice does not come before policy.

O-3. Acceptable medical certification and/or other documentation to support a prognosis for return to work must accompany all requests for E~~F~~ML. If acceptable medical certification and/or other documentation are not provided, notice of contemplated job action to separate the employee from employment at the expiration of family medical leave may be served upon the employee if all sick leave has been exhausted.

O-4. If there is not a prognosis to return to work as defined above [O-1], notice of contemplated action for job separation will be issued. However, if the employee has a remaining sick leave balance and his/her condition qualifies for the use of sick leave, employment and E~~F~~ML leave will be extended through the earlier of: *[ed. 2-08]*

a. the date in which all sick leave will be exhausted; or
b. expiration of six (6) months of accumulated leave, measured from the date in which leave was first granted for the same condition.

All sick leave is forfeited upon separation from employment, except as provided in O-6, or as provided in (Idaho State Code 53-4001) rights to reinstate sick leave upon return to work for any State of Idaho agency. *[ed. 2-08]*

O-5. Sick and all other available paid leave must be used concurrently with and taken first before any period on unpaid leave during EFML. EFML is leave with benefits but without pay, unless accrued sick or annual leave or compensatory time is used.

O-6. An employee with a sick leave balance who separates from employment upon the expiration of EFML and qualifies as a disabled retiree, or as a retiree eligible for any tier of ~~u~~University retiree medical coverage that requires retiree cost sharing, may convert a predetermined amount of the unused sick leave to pay for the retiree's share of the cost for their own ~~u~~University medical coverage. [FSH 3730]

O-7. Health benefits will continue during an approved EFML in the same manner afforded to any employee of the same classification who is actively at work.

a. The employee must make arrangements to self-pay his/her share of employee and dependent benefit costs during any portion of EFML that is unpaid.

b. Sick leave, annual leave, holiday pay and credited service hours toward vesting of annual leave accruals and retirement are not continued during any portion of leave that is unpaid.

c. Short and/or long-term disability wage replacement payments and/or actively at work provisions for death and other benefits provisions within PERSI and similar contracts refers to an employee being actively at work (employed and not on leave) on the date in which the disability has first begun. An employee whose condition began before taking a leave of absence and who has qualified or met the conditions in accordance with provisions set by the carrier will continue to receive benefits and/or remain eligible for such benefits during Extended Family Medical Leave, and/or upon separation from employment if unable to return to work. [Refer to Disability and Retirement Plan Handbooks. www.~~hr~~.uidaho.edu/benefits]

O-8. Employees who have been granted EFML are required to provide documentation to support progressive medical improvement. Medical certification and other documentation may include temporary restrictions of duties and/or periods of part-time work. However, restrictions of job duties and/or part-time work restrictions must be approved by Human Resources and the hiring authority, and must intend and attempt to phase an employee back to work to a level of full assumption of job duties, with or without reasonable accommodation.

O-9. During EFML, the ~~u~~University may require reasonable periodic re-certification and updates regarding the employee's medical condition, prognosis for improvement, and fitness for duty. A release to return-to-work from the health care provider is required before an employee may return to work. The ~~u~~University, at its own expense, may require medical pre-screening for return to work in a position that includes pre-employment medical pre-screening to ensure the safety and fitness for prescribed job duties before an employee is allowed to return to work with or without restriction of job duty.

O-10. When an employee's own medical condition or restriction is expected to be chronic, or when the condition fails to progressively improve, notice of contemplated action and job separation or accommodation of disability under ADA should be explored.

O-11. If at the expiration of the EFML period the employee is still unable to perform the essential duties of his/her position with or without reasonable accommodation, the ~~u~~University has the right to separate any employee from employment and/or to end EFML and begin job separation when the medical prognosis ceases to support a return to work within EFML limits. [FSH 3910, 3920 and 3930]

P. LEAVE FOR PROFESSIONAL IMPROVEMENT. *[ren. 2-08]*

P-1. Leave for professional improvement is paid leave with benefits for the purpose of participating in professional development programs or experiences for an extended period of more than two (2) weeks to attain or enhance a skill set that will result in a mutual benefit to the both the ~~u~~University and the employee.

P-2. Members of the faculty who hold the rank of instructor or above, exempt employees, and classified staff are encouraged to participate in programs of professional improvement. (Tenured faculty may also be eligible for sabbatical leave and should refer to FSH 3720.) Generally, on the recommendation of an applicant's administrative supervisor, and with the approval of the ~~d~~Dean/~~d~~Director and the ~~p~~Provost/V~~v~~ice ~~p~~President, professional improvement leave may be granted under the following conditions (individual departments may have additional requirements and restrictions):

a. To participate in this plan, the faculty or staff member must have completed four (4) years of service before the time the leave is to begin.

b. Generally, at least two (2) years of service must intervene between a sabbatical leave and a leave for professional improvement or at least five (5) years of service must intervene between a leave for professional improvement and a subsequent request for the same type of leave.

P-3. The employee requests professional improvement leave with pay by submitting a letter of application to the supervisor at least three (3) months before the leave is to begin. The letter should address the professional development to be derived from the leave, what activities (i.e. research, writing, experience, etc.) will be involved to achieve the professional goals, the duration of the leave, the level of support requested, and the source of funds, if known.*[rev. 2-16]*

P-4. Persons granted leave under this policy are expected either to return to the active service of the ~~u~~University for at least one academic or other full work year after completion of the leave, or are required to repay the money received from the ~~u~~University for the period of professional improvement leave granted.

P-5. The employee must submit a report to the supervisor, the ~~d~~Dean/~~d~~Director, and the ~~p~~Provost/~~p~~President regarding his or her developmental experience upon return to active work status.

P-6. The employee may request approval to use accrued annual leave and to have an equal amount of administrative leave with pay granted to permit his or her participation in a program of professional improvement.

Q. EXCEPTIONS. *[ren. 2-08]*

Q-1. Exceptions to these policies may be considered to the extent that such an exception is not contrary to state and federal laws, the Board of Regent policies and procedures, and are considered in the best interest of the ~~u~~University. The respective unit administrator, ~~the AVP for~~Director of Human Resources~~ or designee~~, and the ~~p~~President or designee as required, can grant exceptions. A request for exception must be submitted and approved by the supervisor and forwarded to ~~the Director AVP for~~of Human Resources~~, or designee~~ for further consideration of all approvals.

FS-16-061
UCC-16-044

TO: University Curriculum Committee, Faculty Senate, General Faculty

FROM: University Committee for General Education

RE: Regulation J

EFFECTIVE: Summer 2017

DATE: March 24, 2016

J - General Requirements for Baccalaureate Degrees

Candidates for baccalaureate degrees must fulfill the following requirements. (See the College of Graduate Studies section for the requirements for graduate degrees. See the College of Law section for the requirements for the degree of Juris Doctor.)

J-1. Credit Requirements.

J-1-a. Students must have earned a minimum of 120 credits to be granted a baccalaureate degree from the University of Idaho. Some programs require a higher minimum. For the minimum number of credits required in each degree program, see the major curricula of the various degree-granting units in the individual departmental section.

J-1-b. A minimum of 36 credits in upper-division courses (numbered 300 or above) is required for a baccalaureate degree.

J-2. Residency Requirements. A student must earn a minimum of 30 upper-division credits in UI courses. No credits awarded for independent study, bypassed courses, credit by examination, College Level Examination Program (CLEP), or experiential learning can be counted among these 30 UI credits. Study abroad and student exchange credits may be counted toward this requirement with prior approval by the student's academic department and dean.

J-3. ~~Subject Requirements (~~General Education Curriculum and Learning Outcomes~~)~~. First-year students (see Admissions Status) are to complete the University of Idaho ~~g~~General ~~e~~Education curriculum. A university education is a preparation both for living and for making a living. It offers an opportunity not only to lay the foundations of a career, but also to develop the mind to its highest potential, to cultivate the imagination as well as the power to reason, and to gain the intellectual curiosity that makes education a life-long enterprise.

The faculty of the University of Idaho has adopted the following university-wide learning outcomes, which broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences. The outcomes become an expression of the desired attributes of an educated person and guide coherent, integrated and intentional educational experiences. They provide a basis for ongoing assessment to continuously improve teaching and learning.

1. Learn and integrate - Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.
2. Think and create - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.
3. Communicate - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.
4. Clarify purpose and perspective - Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.
5. Practice citizenship - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

A ~~central component of this preparation is the requirement that a~~ student working toward a baccalaureate degree must complete the necessary course work in the six categories described below (J-3-a through J-3-f). This requirement is to be satisfied by earning a total of 36 credits and meeting the minimum number of credits specified for each category. Within the J-3-d, J-3-e, J-3-f categories, students must complete a total of 18 credits. (Transfer students have two options for fulfilling this requirement; these are described under "General Education Requirements for Transfer Students" in the Undergraduate Admission section of this catalog). University of Idaho general education courses accepted as transferable as general education courses to other Idaho state-funded institutions are listed as General Education Matriculated - GEM courses in the General Catalog. Courses that fulfill requirements in each category are reviewed each year and the list is updated in the Spring. Students and advisors are encouraged to check the list when it is published in the Spring to be aware of any additional courses that have been added to meet specific requirements. Courses that are approved to satisfy a general education requirement can be used to satisfy those requirements even if the course is completed prior to being approved as a general education course.

Note: Remedial courses may not be used to satisfy any of this requirement. Degree-seeking students must be enrolled in Engl 109, Engl 101, or Engl 102 in their first semester in residence and in each subsequent semester until they have passed Engl 102. They must also be enrolled in Math 108 or in a course that meets the general education requirement in mathematics, statistics, or computer science in their first year in residence and in each subsequent semester until the general education requirement in mathematics, statistics, or computer science has been satisfied.

J-3-a. Communication (5-7 cr). The purpose of this requirement is to develop the ability to organize one's thoughts, to express them simply and clearly, to observe the standards and conventions of language usage, and to suit tone to audience. The requirement is proficiency in written English equal to that needed for the completion of UI course Engl 102 and the completion of one additional course in this category.**Public Speaking.** Students who receive a passing grade in Comm 101, Fundamentals of Public Speaking, are expected to develop and demonstrate the ability to make oral presentations in one-on-one settings, small groups, and large groups. Students should be able to demonstrate basic competency in (1) organization and preparation, (2) oral language use and presentation, and (3) addressing audience needs and interests.

Written English. Students who receive a passing grade in any of the six English classes included in the general education are expected to develop and demonstrate competencies in their writing in (1) organization and development, (2) sentence variety and word choice, and (3) language usage conventions.

The following specific provisions apply to the English composition component:

1. Students who attain a satisfactory score on the College Board English Achievement or Scholastic Aptitude (Verbal) Test or the American College Testing (ACT) English Test will be awarded credit and grades of P for Engl 101 and Engl 102. Also, students who attain a score of 4 on the Advanced Placement Test in English will be awarded credit and a grade of P for Engl 101 and students who attain a score of 5 on the Advanced Placement Test in English will be awarded credit and grades of P for Engl 101 and Engl 102.
2. Students who do not meet the conditions stated in paragraph (1) will be tentatively placed, on the basis of their scores on the tests cited above, in either Engl 101 or Engl 102.
3. UI accepts credits earned in comparable writing courses taken at other accredited institutions. (See credit limitation in J-5-d.)

Comm 101 Fundamentals of Public Speaking (2 cr)
Engl 207 Persuasive Writing (3 cr)
Engl 208 Personal and Exploratory Writing (3 cr)
Engl 313 Business Writing (3 cr)
Engl 316 Environmental Writing (3 cr)
Engl 317 Technical Writing (3 cr)
Phil 102 Reason and Rhetoric (2 cr)

J-3-b. Natural and Applied Science (8 cr, from two different disciplines, which include two accompanying labs OR 7 cr which includes a Core Science (CORS) course and one course with lab). The purpose of this requirement is to develop a better understanding of the physical and biological world by learning some of the principles that explain the natural phenomena of the universe, the experimental method used to derive those principles, and their applications.

Study in this area is undertaken as part of the general education requirements in order to promote scientific literacy, that is, the ability to read and understand the science issues being debated in society. Scientific literacy is essential if citizens are to make informed judgments on the wide range of issues that affect their everyday lives. Students receiving passing grades in the natural and applied science courses of the general education curriculum will demonstrate competency in the following areas: (1) knowledge of scientific principles; (2) the ability to write clearly and concisely using the style appropriate to the sciences; (3) the ability to interpret scientific data; (4) the ability to analyze experimental design critically; and (5) the development of laboratory skills.

Biol 102, Biol 102L Biology and Society and Lab(4 cr)*
Biol 114 Organisms & Environments (4 cr)
Biol 115 Cells and the Evolution of Life (4 cr)
Biol 154 and MMBB 155/Biol 155 Introductory Microbiology and Lab (4 cr)*
Biol 250 and MMBB 255/Biol 255 General Microbiology and Lab (5 cr)*
Chem 101 Introduction to Chemistry I (4 cr)
Chem 111 Principles of Chemistry I (4 cr)
Chem 112 Principles of Chemistry II (5 cr)
CORS 205-297 Integrated Science (3 cr)
EnvS 101 Introduction to Environmental Science, and EnvS 102 Field Activities in Environmental Sciences (4 cr)*
Geog 100, Geog 100L Physical Geography and Lab (4 cr)*
Geol 101, Geol 101L Physical Geology and Lab (4 cr)*
Geol 102, Geol 102L Historical Geology (4 cr)*
Phys 100, Phys 100L Fundamentals of Physics and Lab(4 cr)*
Phys 103, Phys 104 General Astronomy and Lab (4 cr)*
Phys 111, Phys 111L General Physics I and Lab (4 cr)*
Phys 112, Phys 112L General Physics II and Lab (4 cr)*
Phys 211, Phys 211L Engineering Physics I and Lab (4 cr)*
Phys 212, Phys 212L Engineering Physics II and Lab (4 cr)*
Soil 205, Soil 206 The Soil Ecosystem and Lab (4 cr)*

**To be counted toward satisfaction of this requirement, the full four or five credits (that is, both the lecture course and the accompanying laboratory course) must be completed.*

J-3-c. Mathematics, Statistics, or Computer Science (3 cr). These courses develop analytical, quantitative, and problem solving skills by involving students in doing mathematics, statistics, or computer science and by focusing on understanding the concepts of these disciplines.

Students receiving passing grades in mathematics, statistics, or computer science will have the ability to recognize, analyze, and solve problems.

CS 112 Computational Thinking and Problem Solving (3 cr)
Math 123 Mathematics Applied to the Modern World (3 cr)
Math 130 Finite Mathematics (3 cr)
Math 137 Algebra with Applications (3 cr)
Math 143 Pre-calculus Algebra and Analytic Geometry (3 cr)
Math 160 Survey of Calculus (4 cr)
Math 170 Analytic Geometry and Calculus I (4 cr)
Math 175 Analytic Geometry and Calculus II (4 cr)
Math 275 Analytic Geometry and Calculus III (3 cr)
Stat 150 Introduction to Statistics (3 cr)
Stat 251 Statistical Methods (3 cr)

J-3-d. Humanities (6 cr, from two different disciplines) and Social Sciences (6 cr, from two different disciplines). The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

Humanities courses enable students to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic interpretative manner, with the goal of fostering understanding of culture and inspiring a citizenry that is more literate, respectful of diverse viewpoints, and intellectually inquisitive.

Social science courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Courses on the humanities and social science lists that are also listed as satisfying the American diversity or international requirement are indicated by a D or I designation.

Approved Humanities Courses:
AmSt 301 Studies in American Culture (3 cr) D
Arch 151 Introduction to the Built Environment (3 cr)
Art 100 World Art and Culture (3 cr) I
Art 205 Visual Culture (3 cr)
Art 213 History and Theory of Modern Design I (3 cr) I
Art 302 Modern Art and Theory (3 cr) I
Art 382 History of Photography (3 cr) I
Art 407 New Media (3 cr)
Dan 100 Dance in Society (3 cr)
Engl 175 Introduction to Literary Genres (3 cr)
Engl 221 History of World Cinema I (3 cr) I
Engl 222 History of World Cinema II (3 cr) I
Engl 257 Literature of Western Civilization (3 cr)

Engl 258 Literature of Western Civilization (3 cr)
Engl 322 Environmental Literature and Culture (3 cr)
Engl 341 Survey of British Literature (3 cr)
Engl 342 Survey of British Literature (3 cr)
Engl 343 Survey of American Literature (3 cr)
Engl 344 Survey of American Literature (3 cr)
Engl 345 Shakespeare (3 cr)
Engl 375 or RelS 375 The Bible as Literature (3 cr)
FLEN 210 Introduction to Classical Mythology (3 cr)
FLEN 313 Modern French Literature in Translation (3 cr) I
FLEN 324 German Literature in Translation (3 cr) I
FLEN 331 Japanese Anime (3 cr) I
FLEN 391 or LAS 391 Hispanic Film (3 cr) I
FLEN 394 or LAS 394 Latin American Literature in Translation (3 cr) I
Hist 270 Introduction to Greek and Roman Civilization (3 cr)
Hist 340 Modern India, 1757-1947 (3 cr)
Hist 350 European Cultural History, 1600-1800 (3 cr)
Hist 357 Women in Pre-Modern European History (3 cr)
Hist 366 Intellectual and Cultural History of Modern Europe (3 cr) I
Hist 378 History of Science I: Antiquity to 1700 (3 cr)
Hist 379 History of Science II: 1700-Present (3 cr)
Hist 414 History and Film (3 cr)
Hist 442 or RelS 442 The Medieval Church: Europe in the Early and High Middle Ages (3 cr)
Hist 443 or RelS 443 The Medieval State: Europe in the High and Late Middle Ages (3 cr)
Hist 445 Medieval English Constitutional and Legal History: 1066-1485 (3 cr)
Hist 447 or RelS 447 The Renaissance (3 cr)
Hist 448 or RelS 448 The Reformation (3 cr)
Hist 485 Chinese Social and Cultural History (3 cr)
IS 370 African Community, Culture, and Music (1-3 cr) I
MusH 101 Survey of Music (3 cr)
MusH 111 Introduction to Music Literature (3 cr)
MusH 201 History of Rock and Roll (3 cr)
Phil 103 Ethics (3 cr)
Phil 201 Critical Thinking (3 cr)
Phil 208 Business Ethics (3 cr)
Phil 240 Belief and Reality (3 cr)
Phil 351 Philosophy of Science (3 cr)
Phil 361 Professional Ethics (3 cr)
The 101 Introduction to the Theatre (3 cr)
The 468 Theatre History I (3 cr) I
The 469 Theatre History II (3 cr) I
WmSt 201 Introduction to Women's Studies (3 cr) D

Approved Social Science Courses:
Anth 100 Introduction to Anthropology (3 cr)
Anth 220 Peoples of the World (3 cr) I
Anth 261 Language and Culture (3 cr) I
Anth 329 North American Indians (3 cr) D
Anth 350 or Soc 350 Food, Culture, and Society (3 cr) D
Anth 462 or LAS 462 Human Issues in International Development (3 cr) I
Comm 233 Interpersonal Communication (3 cr)
Comm 335 Intercultural Communication (3 cr) I
Comm 410 Conflict Management (3 cr)
CSS 235 or For 235 Society and Natural Resources (3 cr)
Econ 201 Principles of Macroeconomics (3 cr)
Econ 202 Principles of Microeconomics (3 cr)
Econ 272 Foundations of Economic Analysis (4 cr)
EDCI 301 Learning, Development, and Assessment (3 cr)
FLEN 270 or Hist 270 Introduction to Greek and Roman Civilization (3 cr)
FLEN 307 The European Union (3 cr) I
FLEN 308 European Immigration and Integration (3 cr) I
Geog 165 Human Geography (3 cr) I
Geog 200 World Regional Geography (3 cr) I
Geog 365 Political Geography (3 cr) I
Hist 101 History of Civilization (3 cr) I
Hist 102 History of Civilization (3 cr) I
Hist 111 Introduction to U.S. History (3 cr) D
Hist 112 Introduction to U.S. History (3 cr) D
Hist 180 Introduction to East Asian History (3 cr)
Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)
Hist 328 History of the American West (3 cr)
Hist 329 Idaho and the Pacific Northwest (3 cr)
Hist 331 The Age of African Empires (3 cr)
Hist 380 Disease and Culture: History of Western Medicine (3 cr)
Hist 382 History of Biology: Conflicts and Controversies (3 cr)
Hist 388 History of Mathematics (3 cr)
Hist 411 Colonial North America (3 cr)
Hist 412 Revolutionary North America and Early National Period (3 cr)
Hist 415 Expanding America (3 cr)
Hist 416 Rise of Modern America (3 cr)
Hist 417 America in Crisis (3 cr)
Hist 418 Contemporary America (3 cr)
Hist 419 Topics in the American West (3 cr)
Hist 420 History of Women in American Society (3 cr)
Hist 424 American Environmental History (3 cr)
Hist 426 or AIST 426 Red Earth White Lies: American Indian History 1840-Present (3 cr)
Hist 430 U.S. Diplomatic History (3 cr)
Hist 431 or AIST 431 Stolen Continents, The Indian Story: Indian History to 1840 (3 cr)
Hist 438 or LAS 438 Modern Mexico and the Americas (3 cr)
Hist 439 or LAS 439 Modern Latin America (3 cr)
Hist 440 or LAS 440 Social Revolution in Latin America (3 cr)
Hist 441 or LAS 441 Slavery and Freedom in the Americas (3 cr)
Hist 449 Tudor-Stuart Britian 1485-1660 (3 cr)
Hist 452 Europe in the Age of the Revolution, 1770-1880 (3 cr)
Hist 455 Modern Europe (3 cr)
Hist 456 Anti-Semitism and the Holocaust (3 cr)
Hist 457 History of the Middle East (3 cr)
Hist 458 Military History (3 cr)
Hist 460 Conspiracies and Secret Societies in History (3 cr)
Hist 466 Eastern Europe Since 1774 (3 cr)
Hist 467 Russia to 1894 (3 cr)
Hist 468 Russia and Soviet Union Since 1894 (3 cr)
Hist 481 America's Wars in Asia (3 cr)
Hist 482 Japan, 1600 to Present (3 cr)
Hist 484 Modern China, 1840s to Present (3 cr)
IS 325 The Contemporary Muslim World (3 cr) I
IS 326 Africa Today (3 cr) I
IS 350 Sport and International Affairs (3 cr) I
PolS 101 Introduction to Political Science and American Government (3 cr) D
NRS 125 Introduction to Conservation and Natural Resources (3 cr)
PolS 205 Introduction to Comparative Politics (3 cr) I
PolS 237 International Politics (3 cr) I
PolS 275 American State and Local Government (3 cr)
PolS 331 American Political Parties and Elections (3 cr)
PolS 332 American Congress (3 cr)
PolS 333 American Political Culture (3 cr) D
PolS 338 American Foreign Policy (3 cr) I
PolS 360 Law and Society (3 cr) D
PolS 381 Western European Politics (3 cr) I
Psyc 101 Introduction to Psychology (3 cr)
Soc 101 Introduction to Sociology (3 cr) D
Soc 230 Social Problems (3 cr) D
Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr) D
Soc 336 Comparative Criminal Justice Systems (3 cr) I

Soc 340 Social Change & Globalization (3 cr) I
Soc 343 Power, Politics, and Society (3 cr) I
Soc 423 Sociology of Prosperity: Social Class and Economics in the 21st Century (3 cr) D
Soc 424 Sociology of Gender (3 cr) D
Soc 427 or Anth 427 Racial and Ethnic Relations (3 cr) D
Soc 431 Personal and Social Issues in Aging (3 cr) D
Soc 439 Inequalities in the Justice System (3 cr) D
Soc 450 Dynamics of Social Protest (3 cr) D

J-3-e. American Diversity (One course) and International (One course or an approved study abroad experience). As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate and collaborate with those from diverse communities within the United States and throughout the world.

The American diversity courses seek to increase awareness of contemporary and historical issues surrounding the social and cultural diversity in the U.S. Students engage in critical thinking and inquiry into the issues, complexities, and implications of diversity, and how social, economic, and/or political forces have shaped American communities. Diversity includes such characteristics as ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status

*One course chosen from the approved American diversity courses listed below. If a student takes a ~~Great Issues Seminar (ISem 301), Humanities, or Social Science~~General Education course in another category ~~course~~ that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.

The international courses seek to develop an understanding of international values, belief systems and social issues that have contributed to current balances of power and cultural relations. Students develop an understanding of the roles that the United States and other countries have played in global relations and the ways cultures have interacted and influenced each other.

*One course chosen from the approved international courses listed below. If a student takes a ~~Great Issues Seminar (ISem 301), Humanities, or Social Science~~General Education course in another category ~~course~~ that also appears on the list of approved International courses, then this requirement is considered to be completed. The international requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring term abroad through the International Programs Office.

Approved American Diversity Courses:
AIST 320 The Celluloid Indian: American Indians in Popular Film (3 cr)
AIST 401 Contemporary American Indian Issues (3 cr)
AIST 420 Native American Law (3 cr)
AIST 422, Anth 422, or RelS 422 Plateau Indians (3 cr)
AIST 478 Tribal Nation Economics and Law (3 cr)
AIST 484 or Engl 484 American Indian Literature (3 cr)
AmSt 301 Studies in American Culture (3 cr)
Anth 329 North American Indians (3 cr)
Anth 350 or Soc 350 Food, Culture, and Society (3 cr)
Arch 411 or AIST 411 Native American Architecture (3 cr)
Comm 432 Gender and Communication (3 cr)
Comm 491 Communication and Aging (3 cr)
CORS 232 Science on Your Plate: Food Safety, Risks and Technology (3 cr)
EDCI 302 Teaching Culturally Diverse Learners (4 cr)
Engl 380 Introduction to U.S. Ethnic Literatures (3 cr)
Hist 111 Introduction to U.S. History (3 cr)
Hist 112 Introduction to U.S. History (3 cr)
Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)
Hist 328 History of the American West (3 cr)
Hist 329 Idaho and the Pacific Northwest (3 cr)
Hist 411 Colonial North America (3 cr)
Hist 412 Revolutionary North America and Early National Period (3 cr)
Hist 414 History and Film (3 cr)
Hist 415 Expanding America (3 cr)
Hist 416 Rise of Modern America (3 cr)
Hist 417 America in Crisis (3 cr)
Hist 418 Contemporary America (3 cr)
Hist 419 Topics in the American West (3 cr)
Hist 420 History of Women in American Society (3 cr)
Hist 424 American Environmental History (3 cr)
Hist 426 or AIST 426 Red Earth White Lies: American Indian History 1840-Present (3 cr)
Hist 431 or AIST 431 Stolen Continents, The Indian Story: Indian History to 1840 (3 cr)
ID 443 Universal Design (3 cr)
JAMM 340 Cultural Diversity and the Media (3 cr)
JAMM 445 History of Mass Media (3 cr)
MusH 410 Studies in Jazz History (3 cr)
PolS 101 Introduction to Political Science and American Government (3 cr)
PolS 333 American Political Culture (3 cr)
PolS 335 American Interest Groups & Social Movements (3 cr)
PolS 360 Law and Society (3 cr)
PolS 468 Civil Liberties (3 cr)
Psyc 315 Psychology of Women (3 cr)
Psyc 419 Adult Development and Aging (3 cr)
Soc 101 Introduction to Sociology (3 cr)
Soc 230 Social Problems (3 cr)
Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr)
Soc 423 Sociology of Prosperity: Social Class and Economics in the 21st Century (3 cr)
Soc 424 Sociology of Gender (3 cr)
Soc 427 or Anth 427 Racial and Ethnic Relations (3 cr)
Soc 431 Personal and Social Issues in Aging (3 cr)
Soc 439 Inequalities in the Justice System (3 cr)
Soc 450 Dynamics of Social Protest (3 cr)
Span 306 or LAS 306 Culture and Institutions of Latin America (3 cr)
Span 411 Chicano and Latino Literature (3 cr)
Span 413 Spanish American Short Fiction (3 cr)
WmSt 201 Introduction to Women's Studies (3 cr)

Approved International Courses:
AgEc 481 Agricultural Markets in a Global Economy (3 cr)
AgEd 406 Exploring International Agriculture (3 cr)
Anth 220 Peoples of the World (3 cr)
Anth 261 Language and Culture (3 cr)
Anth 462 or LAS 462 Human Issues in International Development (3 cr)
Arbc 101 Elementary Modern Standard Arabic I (4 cr)
Arbc 102 Elementary Modern Standard Arabic II (4 cr)
Art 100 World Art and Culture (3 cr)
Art 213 History and Theory of Modern Design I (3 cr)
Art 302 Modern Art and Theory (3 cr)
Art 303 Contemporary Art and Theory (3 cr)
Art 313 History and Theory of Modern Design II (3 cr)
Chin 110 Elementary Chinese I (4 cr)
Chin 112 Elementary Chinese II (4 cr)
Chin 210 Intermediate Chinese I (4 cr)
Chin 212 Intermediate Chinese II (4 cr)
Comm 335 Intercultural Communication (3 cr)
CSS 493 or LAS 493 International Land Preservation and Conservation Systems (3 cr)
Econ 446 International Economics (3 cr)
Econ 447, AgEc 447, or LAS 447 Economics of Developing Countries (3 cr)
Engl 221 History of World Cinema I (3 cr)

Engl 222 History of World Cinema II (3 cr)
EnvS 225 International Environmental Issues Seminar (3 cr)
FCS 411 Global Nutrition (2 cr)
FCS 419 Dress and Culture (3 cr)
FLEN 307 The European Union (3 cr)
FLEN 308 European Immigration and Integration (3 cr)
FLEN 313 French/Francophone Literature in Translation (3 cr)
FLEN 324 German Literature in Translation (3 cr)
FLEN 331 Japanese Anime (3 cr)
FLEN 391 or LAS 391 Hispanic Film (3 cr)
FLEN 394 or LAS 394 Latin American Literature in Translation (3 cr)
Fren 101 Elementary French I (4 cr)
Fren 102 Elementary French II (4 cr)
Fren 201 Intermediate French I (4 cr)
Fren 202 Intermediate French II (4 cr)
Fren 301 Advanced French Grammar (3 cr)
Fren 302 Advanced French Writing Skills (3 cr)
Fren 304 Connecting French Language and Culture (3 cr)
Fren 307 French Phonetics (3 cr)
Fren 308 Advanced French Conversation (3 cr)
Fren 407 French & Francophone Literatures (3 cr, max 9)
Fren 408 French and Francophone Culture and Institutions (3 cr, max 9)
Fren 410 French and Francophone Arts (3 cr)
Geog 165 Human Geography (3 cr)
Geog 200 World Regional Geography (3 cr)
Geog 350 Geography of Development (3-4 cr)
Geog 360 Population Dynamics and Distribution (3-4 cr)
Geog 365 Political Geography (3 cr)
Germ 101 Elementary German I (4 cr)
Germ 102 Elementary German II (4 cr)
Germ 201 Intermediate German I (4 cr)
Germ 202 Intermediate German II (4 cr)
Germ 301 Advanced German Grammar (3 cr)
Germ 302 Advanced German Speaking and Writing (3 cr)
Germ 420 Topics in German Culture and Literature - Themes (3 cr, max 6)
Germ 440 German Media through the Internet (3 cr)
Hist 101 History of Civilization (3 cr)
Hist 102 History of Civilization (3 cr)
Hist 180 Introduction to East Asian History (3 cr)
Hist 270 Introduction to Greek and Roman Civilization (3 cr)
Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)
Hist 321 Pirates of the Caribbean and Beyond (3 cr)
Hist 331 The Age of African Empires (3 cr)
Hist 340 Modern India, 1757-1947 (3 cr)
Hist 350 The Age of Enlightenment: European Culture & Ideas, 1680-1800 (3 cr)
Hist 357 Women in Pre-Modern European History (3 cr)
Hist 366 Modern European Cultural and Intellectual History, 1880-1980 (3 cr)
Hist 371 History of England (3 cr)
Hist 372 History of England (3 cr)
Hist 378 History of Science I: Antiquity to 1700 (3 cr)
Hist 379 History of Science II: 1700-Present (3 cr)
Hist 380 Disease and Culture:History of Western Medicine (3 cr)
Hist 382 History of Biology: Conflicts and Controversies (3 cr)
Hist 388 History of Mathematics (3 cr)
Hist 414 History and Film (3 cr, max 6)
Hist 430 U.S. Diplomatic History (3 cr)
Hist 438 or LAS 438 Modern Mexico and the Americas (3 cr)
Hist 439 or LAS 439 Modern Latin America (3 cr)
Hist 440 or LAS 440 Social Revolution in Latin America (3 cr)
Hist 441 or LAS 441 Slavery and Freedom in the Americas (3 cr)
Hist 442 or RELS 442 The Medieval Church: Europe in the Early and High Middle Ages (3 cr)
Hist 443 or RelS 443 The Medieval State: Europe in the High and Late Middle Ages (3 cr)
Hist 445 Medieval English Constitutional and Legal History: 1066-1485 (3 cr)
Hist 447 or RelS 447 The Renaissance (3 cr)
Hist 448 or RelS 448 The Reformation (3 cr)
Hist 449 Tudor-Stuart Britian 1485-1660 (3 cr)
Hist 452 Europe in the Age of the Revolution, 1770-1880 (3 cr)
Hist 455 Modern Europe (3 cr)
Hist 456 Anti-Semitism and the Holocaust (3 cr)
Hist 457 History of the Middle East (3 cr)
Hist 458 Military History (3 cr)
Hist 460 Conspiracies and Secret Societies in History (3 cr)
Hist 466 Eastern Europe Since 1774 (3 cr)
Hist 467 Russia to 1894 (3 cr)
Hist 468 Russia and Soviet Union Since 1894 (3 cr)
Hist 481 America's Wars in Asia (3 cr)
Hist 482 Japan, 1600 to Present (3 cr)
Hist 484 Modern China, 1840s to Present (3 cr)
Hist 485 Chinese Social and Cultural History (3 cr)
ID 281 History of Interiors I (3 cr)
ID 282 History of Interiors II (3 cr)
IS 325 The Contemporary Muslim World (3 cr)
IS 326 Africa Today (3 cr)
IS 350 Sport and International Affairs (3 cr)
IS 370 African Community, Culture, and Music (1-3 cr)
JAMM 490 Global Media (3 cr)
Japn 101 Elementary Japanese I (4 cr)
Japn 102 Elementary Japanese II (4 cr)
Japn 201 Intermediate Japanese I (4 cr)
Japn 202 Intermediate Japanese II (4 cr)
Japn 301 Japanese Reading (3 cr)
Japn 303 Japanese Speaking (3 cr)
LArc 390 Italian Hill Towns and Urban Centers (3 cr)
MusH 420 Studies in World Music (3 cr)
Phil 367 Global Justice (3 cr, max arr)
PolS 205 Introduction to Comparative Politics (3 cr)
PolS 237 International Politics (3 cr)
PolS 338 American Foreign Policy (3 cr)
PolS 381 European Politics (3 cr)
PolS 420 Introduction to Asian Politics (3 cr)
PolS 441 Genes and Justice (3 cr)
PolS 449 World Politics and War (3 cr)
PolS 480 Politics of Development (3 cr)
PolS 487 Political Violence and Revolution (3 cr)
Soc 336 Comparative Criminal Justice Systems (3 cr)
Soc 340 Social Change & Globalization (3 cr)
Soc 343 Power, Politics, and Society (3 cr) (3 cr)
Span 101 Elementary Spanish I (4 cr)
Span 102 Elementary Spanish II (4 cr)
Span 104 Elementary Spanish Transition (4 cr)
Span 201 Intermediate Spanish I (4 cr)
Span 202 Intermediate Spanish II (4 cr)
Span 301 Advanced Grammar (3 cr)
Span 302 Advanced Composition (3 cr)
Span 303 Spanish Conversation (3 cr)
Span 305 Culture and Institutions of Spain (3 cr)
Span 306 or LAS 306 Culture and Institutions of Latin America (3 cr)
Span 308 Proficiency in Reading (3 cr)
Span 310 Spanish for Professions (3 cr)
Span 401 or LAS 401 Readings: Spanish Literature (3 cr)
Span 402 or LAS 402 Readings: Spanish American Literature (3 cr)
Span 411 Chicano and Latino Literature (3 cr)
Span 412 Spanish Short Fiction (3 cr)
Span 413 Spanish American Short Fiction (3 cr)
Span 419 Latin America Theatre Through Literature (3 cr)

Span 420 Modern Spanish Theatre Through Literature (3 cr)
The 468 Theatre History I (3 cr)
The 469 Theatre History II (3 cr)

J-3-f. Integrated Studies - ISem 101 Integrative Seminar (3 cr), ISem 301 Great Issues (1 cr), and Senior Experience. The purpose of these courses is to provide students with the tools of integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization (to think divergently, distinguishing different perspectives), and to incorporate information across disciplines and perspectives (to think convergently, re-connecting diverse perspectives in novel ways). It is a cumulative learning competency, initiated as a first-year student and culminating as reflected in a graduating senior.

One course from ISem 101 (open to first-year students only). One credit of ISem 301. One course chosen from the approved Senior Experience courses listed below.*

Approved Senior Experience Courses:
AgEc 478 Advanced Agribusiness Management (3 cr)
AgEd 471 Senior Capstone in Agricultural Education (1 cr)
AgEd 498 Internship (1-10 cr, max 10)
Anth 410 Research Methods in Anthropology (3 cr)
Arch 453 Architectural Design V (6 cr)
Art 410 Professional Practices (2 cr)
Art 490 BFA Art/Design Studio (6 cr, max 12)
Art 491 Information Design (3 cr, max 9)
Art 495 BFA Senior Thesis (2 cr, max 4)
AVS 450 Issues in Animal Agriculture (1 cr)
BAE 478 Engineering Design I (3 cr)
BAE 479 Engineering Design II (3 cr)
BAE 491 Senior Seminar (1 cr)
Biol 405 Practicum in Anatomy Laboratory Teaching (2-4 cr. Max 8)
Biol 407 Practicum in Biology Laboratory Teaching (2-6 cr, max 12)
Biol 408 Practicum in Human Physiology Laboratory Teaching (2-4 cr, max 8)
Biol 411 Senior Capstone (2 cr)
Biol 495 Research in Molec/Cell/Dev Biology (cr arr)
Biol 496 Research in Ecology and Evolution (cr arr)
Biol 497 Research in Anatomy and Physiology (cr arr)
Bus 490 Strategic Management (3 cr)
CE 494 Senior Design Project (3 cr)
ChE 452 Environmental Management and Design (3 cr, max arr)
ChE 454 or MSE 454 Process Analysis and Design II (3 cr)
Chem 409 Proseminar (1 cr)
CS 481 CS Senior Capstone Design II (3 cr)
CSS 475 Conservation Management and Planning II (4 cr)
ECE 481 EE Senior Design II (3 cr)
ECE 483 Computer Engineering Senior Design II (3 cr)
Econ 490 Economic Theory and Policy (3 cr)
Engl 440 Client-Based Writing (3 cr)
Engl 490 Senior Seminar (3 cr)
EDCI 401 Internship Seminar (1 cr)
EDCI 485 Secondary Internship (15 cr)
Ent 438 or PlSc 438 or Soil 438 Pesticides in the Environment (3 cr)
EnvS 497 Senior Research (3 cr)
FCS 401 Professional Ethics and Practice in CFCS (1 cr)
FCS 424 Apparel Product Line Development: Senior Capstone (3 cr)
FCS 486 Nutrition in the Life Cycle (3 cr)
FCS 497 Internship Preschool (cr arr)
Fish 418 Fisheries Management (4 cr)
Fish 495 Seminar (1 cr)
FL 401 MLC International Experience (1 cr)
For 424 Forest Dynamics and Management (4 cr)
For 427 Prescribed Burning Lab (3 cr)
FS 489 Food Product Development (3 cr)
Geog 493 Senior Capstone in Geography (3 cr)
Geol 490 Field Geology II (3 cr)
Hist 401 Seminar (cr arr)
ID 452 Interior Design VI (6 cr)
Intr 401 Career and Leadership Development (2 cr)
IS 495 International Studies Senior Seminar (3 cr)
JAMM 448 Law of Mass Media (3 cr)
LArc 480 The Emerging Landscape (3 cr)
Math 415 Cryptography (3 cr)
ME 424 Mechanical Systems Design I (3 cr)
ME 426 Mechanical Systems Design II (3 cr)
MMBB 401 or Biol 401 Undergraduate Research (1-4 cr, max 8)
MMBB 497 or Biol 491 Practicum in Teaching (2 cr)
MusA 490 Half Recital (0 cr)
MusA 491 Recital (0 cr)
MusC 481 Senior Thesis in Music Theory II (1 cr)
MusC 490 Senior Recital (0 cr)
MusH 481 Senior Thesis in Music History II (1 cr)
MusT 432 Practicum: Music Teaching (14 cr)
MvSc 486 Marketing, Implementation and Evaluation for Healthy, Active Lifestyles (1 cr)
OrgS 410 Capstone Project in Organizational Sciences (1-6 cr, max 6)
PEP 498 Internship in Exercise Science & Health (cr arr)
Phil 490 Senior Seminar (3 cr)
Phys 407 Communicating Science (1 cr)
PolS 490 Senior Seminar (3 cr)
Psyc 415 History and Systems of Psychology (3 cr)
Rec 498 (s) Internship in Recreation, Parks, and Tourism (cr arr)
REM 456 Integrated Rangeland Management (3 cr)
RMat 495 or Bus 495 Product Development and Brand Management (3 cr)
Soc 460 Capstone: Sociology in Action (3 cr)
Soc 461 Capstone: Justice Policy Issues (3 cr)
Soc 462 Senior Practicum (3 cr)
Soc 463 Criminology Abroad (3 cr)
The 483 Senior Capstone Project (2 cr)
VTD 457 Capstone Design Studio I (6 cr)
WLF 492 Wildlife Management (4 cr)

**Within the J-3-d, J-3-e, J-3-f categories, students must complete a total of 18 credits.*

FS-16-062a
UCC-16-043

MEMORANDUM

TO: UCC and Faculty Senate
FROM: Mark L. Adams, Dean
RE: First-Year Finances
DATE: April 11, 2016

As of the current date, the College of Law has asked the central university administration to seek a legislative appropriation of $732,000 in ongoing funding and $174,000 in onetime funding for FY18.

Onetime funding for FY18 is for relocation costs of three faculty members from Moscow to Boise, recruiting costs for new positions in Boise, marketing costs for first-year in Boise, and upgraded classroom technology in Room 104 in Moscow.

In addition to positions listed, ongoing funding includes cost of increased travel between two locations, internet connection cost in the ILJLC, funding for law library in Boise, and expanded IT needs.

Alternatively, the College is requesting an internal allocation to support the proposal. In order to meet ABA requirements, such allocation is needed to support the hiring of an Associate Director of Admissions in Boise, a Director of Academic Success in Boise, and a faculty member to teach Legal Research and Writing in Boise.

FS-16-062
UCC-16-043

Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Law
Name of Department(s) or Area(s):	n/a

Program Identification for Proposed New or Modified Program:

Program Title:	Expansion of JD program by addition of 1st-year courses in Boise					
Degree:	JD	Degree Designation		Undergraduate	X	Graduate
Indicate if Online Program:		Yes	X	No		
CIP code (consult IR /Registrar):	22.0101					
Proposed Starting Date:	August 21, 2017					
Geographical Delivery:	Location(s)	Boise	Region(s)			
Indicate (X) if the program is/has:		Self-Support	X	Professional Fee		
Indicate (X) if the program is:		Regional Responsibility	X	Statewide Responsibility		

Indicate whether this request is either of the following:

- [ ] New Degree Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [X] Expansion of Existing Program
- [ ] Consolidation of Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Other (i.e., Contract Program/Collaborative

____

College Dean (Institution)	Date	Vice President for Research (Institution; as applicable)	Date
Graduate Dean or other official (Institution; as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
Provost/VP for Instruction (Institution)	Date	SBOE/Executive Director Approval	Date
President	Date		

FS-16-062
UCC-16-043

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

   This document seeks the Board's approval to expand curricular offerings at the Boise campus of the University of Idaho College of Law by offering first-year law courses at that campus. If approved, this expansion completes the dual-location model that the University has been developing with the Board's approval and under its supervision since 2008. The dual-location model will permit students to take all course work required to earn the Juris Doctor degree at either the Moscow campus or the Boise campus, or both.

   By way of background, in August 2008, the University of Idaho sought approval from the Board of Regents/State Board of Education to establish a branch location of the College of Law in Boise, as a second place for delivery of the J.D. degree, in addition to the existing location in Moscow. In response, the State Board passed the following motion:

   > "A motion to authorize the University of Idaho to expand its offerings in Boise to a full third year curriculum and to include a legislative appropriation in the FY 2010 budget for this expansion. The Regents recognize the statewide mission of the University of Idaho for legal education. The University is instructed to re-visit the issue of funding and support for a full dual location model, including a full three year branch curriculum in Boise, to continue collaboration with the Idaho Supreme Court on the Idaho Law Learning Center with respect to those programs to be delivered in Boise, and return to the Regents for further discussion."

   In accordance with the Board's 2008 motion and following approval (formally known as "acquiescence") by the American Bar Association – which serves as the accrediting agency for the College of Law – the College implemented a full third-year curriculum in Boise in fall 2010, relying on a combination of College and central university funds. In further accordance with the Board's 2008 motion, the College and central university officials continued planning for a full dual-location model.

   On August 16, 2012, the Board voted conditionally to approve the University's appropriation request of $400,000 to expand its offerings in Boise to include a full second-year curriculum – the condition being that the expansion itself be approved by the Board. The Board gave that approval in October 2012.

   Implementation of the second-year curriculum in Boise was delayed. The delay occurred because the Governor did not include the University's base funding request of $400,000 in his FY2014 budget request, and because the College's enrollment predictions did not match actual enrollments, due to a nationwide downturn in the volume of law school applications. The

Governor did include the University's base funding request of $400,000 in his FY2015 budget, however, enabling implementation of the Board-approved second-year curriculum in fall 2014.

In fall 2015, the College relocated from the University's Boise Water Center to the former Ada County Courthouse, which had been renovated and renamed the Idaho Law and Justice Learning Center (ILJLC). The ILJLC is a multipurpose facility that houses:

- The College of Law in Boise
- The Idaho State Law Library
- The Idaho Supreme Court's judicial education and training facilities
- Public civil outreach and education space

As stated above, this document contains the University's request to complete the dual-location model by expanding the College of Law curriculum in Boise to include the first-year law curriculum along with the existing second- and third-year curriculum. The proposed first-year curriculum thus does not create a new program. Rather, it is an addition to the existing curriculum at the Boise campus that will enable students to matriculate at the Boise campus, and to complete all course requirements for the J.D. degree, without having to spend their first year at the Moscow campus. At the same time, the two locations will be part of a fully integrated unitary program. Students in each location will be able to take course work and engage in co-curricular activities at the other location through state-of-the-art distance-education technology. Faculty at each location will collaborate using that same technology and through frequent visits to the other campus. Finally, students who matriculate at the Moscow campus will be able to relocate to the Boise campus after their first year, and again after their second year of coursework, to take advantage of the experiential education opportunities and networking opportunities that abound in Boise. Students at each location do public service, as well, by participating in externships with public agencies and engaging in the 50 hours of pro bono legal service (under attorney supervision) required to earn the J.D. degree.

Completion of the dual location model furthers the University's statewide mission to provide public legal education in Idaho by offering an affordable, high-quality J.D. program in a rural setting, on the University's main campus, and in a metropolitan setting, at the State's seat of government.

2. **Need for the Program**. Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

   a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

      List the job titles for which this degree is relevant:

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1. Lawyers

2. Judicial Law Clerks

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	No. Central Idaho (Moscow area) = 3 SW Idaho (Boise area) = 24		
State	57		
Nation		16,040	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

All jobs in the United States requiring a law license entail passage of a state bar examination. Qualification to sit for a state bar examination, in turn, requires – in Idaho and nearly all other States – a Juris Doctor degree from an accredited law school. In addition to jobs requiring law licenses ("law license jobs"), many jobs either require or favor holders of a JD degree, even if those jobs do not require a law license; these are known as "J.D.-advantage jobs."

Although the availability of law license jobs softened during the "Great Recession," Idaho graduates were not as adversely affected as their national counterparts, and the prospects for law school graduates seems to have rebounded somewhat at both the national and state level. At the national level, data for law students graduating in 2014 – the most recent group for which reliable data is available – showed an overall employment rate of 86.7% 10 months after graduation, which reflected an increase of 2% over 2013. The overall employment rate for students graduating from the University of Idaho College of Law in 2014 was 90.24% (compared to the national rate of 86.7%), an increase of 1.4% over 2013. The U.S. Department of Labor's Bureau of Labor Statistics currently projects that employment of lawyers nationwide will grow about 6% from 2014 to 2024, which is about as fast as the average for all occupations. The Idaho Department of Labor currently projects that employment of lawyers in Idaho will grow by about 4.3% over the period 2012-2022.

In addition to law license jobs, a J.D. degree benefits job seekers and job holders in many professional fields: business and entrepreneurship; human resources; public administration; teaching and educational administration; nonprofit entity management; social services; mediation and other forms of facilitated dispute resolution; military service; and other fields. National statistics indicate that as many as 30% of J.D. degree holders find careers outside the traditional practice, some of which require J.D. degrees, and others of which do not. These non-traditional jobs often offer decent pay and family-friendly working hours.

In short, College of Law graduates have solid job prospects at the state and national level. It bears emphasis, however, that the proposal presented in this document does *not* seek to increase the overall number of graduates from the College of Law. Rather, completion of the dual-location model will create an additional *location* where 1st year law students who are admitted to the College can spend their first year. Right now, all 1st year law students admitted to the College of Law must spend their first year at the Moscow campus. Under the proposal presented in this document, up to half of the entering class would, instead, spend its first year at the Boise campus. Although we anticipate that approval of this proposal could modestly increase the size of the entering class (and thereby increase the number of eventual graduates), that is not the objective of the proposal. The objective, instead, is to give students the choice between two campuses, each of which offers differing settings and opportunities, including externships, part-time jobs, and networking opportunities. This is expected to facilitate Idahoans' ability to obtain an affordable, high-quality, public legal education and to enhance our graduates' ability to secure post-graduation employment.

b. Student need. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.)? Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of students was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

The University of Idaho's College of Law offers its J.D. program only to full-time students, though its rules permit the admission of part-time students on a case-by-case basis. Historically, Idaho residents have accounted for about 55-65% of each entering class, and nonresidents have accounted for 35-45%. The College of Law expects to continue admitting residents and nonresidents in these proportions. The nonresident population is important because many nonresidents have family or other personal ties to Idaho. Moreover, nonresidents contribute to the quality of the law school because they bring a wider range of experiences and diversity of backgrounds than would exist in a class consisting exclusively of one State's residents. Nonresidents also enhance the educational opportunities for College of Law graduates, not only by paying out-of-state tuition (which helps keep in-state tuition down) but also by spreading the reputation of the College of Law among lawyers and other professionals outside Idaho who then employ Idaho law graduates or refer cases in Idaho to them. Beyond those benefits, many nonresidents stay in Idaho after graduation from the College of Law and enrich the Idaho legal profession and contribute to the State in other ways. Their College of Law education trains them in Idaho law and acculturates them to the high standards of ethics and civility that are the hallmarks of the Idaho bar and the broader professional community of which the state bar is a part.

Beginning in 2007, the College of Law conducted extensive market research on the demand for, and impact of, expanding its course offerings in Boise and ultimately establishing a branch campus in Boise offering a full three-year J.D. program. The results of that research were described in, and attached to, the 2008 and 2012 proposals to the Board that resulted in approval, respectively, of a third-year law program and of a second-year law program in Boise. The College conducted another round of market research in 2015, the results of which are described below and are attached to this proposal as Appendix A. The 2015 market research is consistent with the past research. Both sets of research show that the dual-location model that this present proposal seeks to complete enables students to pursue a public legal education in the location that offers the greatest *comparative advantage* for them.

- Among all respondents surveyed in 2015 – a group that included current College of Law students, College of Law alums, prospective students, and "nonmatriculating" students (i.e., students who were admitted to the College of Law but who chose not to attend) – the highest percentage favored having Moscow remain the main campus of the law school, with an option for all students to enroll in Boise. Among all respondents – as well as among prospective students and nonmatriculating students – Moscow's greatest advantages over Boise are its small town feel, its location in the northern part of the State, and its connection to the main campus of the University of Idaho. (*See* Appendix A, Campus Location Survey Analysis (Sept. 2015), at pp. 3, 10, 13, 14 (Fig. 1.11) & 16 (Fig. 1.15); Campus Location Survey – Supplemental Graphics (Oct. 2015), at 9 (Fig. 9); Factors of Matriculation & Geographic Analysis (Nov. 2015), at p. 4.)

The College of Law continues to build on the advantages of the Moscow campus. Specifically, it has established and continues to explore interdisciplinary course work and interdisciplinary research projects with other colleges on the main UI campus. Those interdisciplinary connections include law courses cross-listed with the American Indian Studies Department, and the College's participation in the Water Resources Graduate Program, which offers a JD/MA and a JD/Ph.D. in law, water management, and water policy. The Moscow campus also does outreach to Northwest tribes in coordination with the UI's Office of Tribal Relations, and offers law students externship placements with the Nez Perce and Coeur d'Alene Tribes. In addition, the Moscow campus operates the Main Street Legal Clinic, which represents clients in a wide variety of cases – including misdemeanor defense, family law, consumer protection, and landlord-tenant disputes – and is particularly well suited for students who may wish, after graduation, to enter a general practice in a rural location.

- Among all respondents surveyed in 2015, Boise emerged as the preferred location as a place to study law and to live and work. Among all respondents – as well as among prospective students and nonmatriculating students – Boise's greatest advantages compared to Moscow are its internship/externship opportunities, its job market, its networking opportunities, and its metropolitan setting. (See Appendix A, Campus Location Survey Analysis (Sept. 2015), at pp. 3, 12 (Fig. 1.8); Campus Location Survey – Supplemental Graphics (Oct. 2015), at 8 (Fig. 8).)

The College of Law continues to build on the advantages of the Boise campus. In 2015, the College transitioned its externship director from part-time to full-time status to meet the student demand to participate in externships in the Treasure Valley. Those externships place students in public agencies such as the Idaho Attorney General's Office, the Office of the Governor of Idaho, the Boise City Attorney's Office, and the U.S. Attorney's Office. Placements are also made in state and federal judges' chambers. The Boise campus also gives students experiential learning opportunities through participation, as third-year students, in the Small Business Legal Clinic, many of whose clients are start-up businesses in the Treasure Valley, and the Economic Development Clinic, which enables students to advise Idaho counties, cities, tribes and non-governmental agencies with economic development-related issues.

In addition to the comparative advantages of Moscow and Boise, the 2015 research showed that the two top factors that prospective students weigh, when selecting a law school, are costs (tuition and fees) and location. (*See* Appendix A, Campus Location Survey Analysis (Sept. 2015), at p. 20.) The importance of these two factors – cost and location – reinforces the benefits to Idahoans of completing the dual-location model.

The 2015 market research shows student demand for each location. Almost 30% of the College's current students and alums said that they would not have enrolled at the UI College of Law if it had been located exclusively in Boise. On the other hand, 24% of nonmatriculating students cited the Moscow location as the main reason that they did not enroll at the College of Law. Moreover, 75% of the nonmatriculating students agreed that Boise would be a better place to study law than Moscow. Likewise, 75% of nonmatriculating students agreed, as a general (non-comparative) matter, that Boise is a moderately, very, or extremely appealing location for a law school campus. A similarly high number of prospective students – 71% – rated Boise as a moderately, very, or extremely appealing location for a law school. Among prospective students, Moscow was found moderately, very, or extremely appealing by 27%, and was considered a better place than Boise to study law by 24%. (See Appendix A, Campus Location Survey Analysis (Sept. 2015), at pp. 16 (Fig. 1.15) & 23 (Fig. 2.4); Campus Location Survey – Supplemental Graphics (Oct. 2015), at 7 (Fig. 7) & 10 (Figs. 10 & 11).) In short, although Boise enjoys the majority's preference, Moscow will remain the location of choice for a significant minority, especially as it continues to offer students who matriculate there the option of transferring to the Boise campus as second- or third- year students to take advantage of externship and networking opportunities.

The dual-location model has particular value in addressing the needs of students of diverse backgrounds. The College's Moscow campus has had success, for example, in attracting students from small, rural communities throughout Idaho and Washington, including many Latino/a students from eastern and central Washington; students from large urban settings, such as Los Angeles, who wish to study in a less hectic and crime-prone community; Native American students from the Northwest tribes; and students from Washington State University, which has a high percentage of students from diverse backgrounds. The Boise campus meets the needs of students in southern Idaho as well as northern Nevada, especially those who are place-bound by family ties, spousal employment, etc. Boise is the center of the State's Latino/a population, and is thus a good location from which to recruit Latino/a students. A diverse student body, in turn, enriches the quality of the educational experience for all students, in part by preparing students for the practice of law in an increasingly diverse State and nation.

As the 2015 market research reaffirms, student demand for a program of public legal education that offers both rural and urban learning opportunities will remain strong, especially if it is coupled with a cost advantage. In 2015-2016, tuition at private law schools in the Northwest and Intermountain West (other than BYU) ranged from $29,043 to $44,220. Even at public law schools in this region, Idahoans would pay nonresident tuition ranging from $30,078 to $38,652. In contrast, the University of Idaho College of Law in 2015-2016 charged Idaho residents $17,230. Even our nonresident tuition level in 2015-2016 ($31,234) compares favorably to the tuition level in other States. Indeed, *preLaw* magazine named the UI College of Law a "Best Value Law School" in 2014. The benefit of a cost-effective legal education is realized not only by the students, but also by their eventual clients who will not have to pay fees leveraged upward by their attorneys' high educational debts.

c. **Economic Need**: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The College of Law directly serves the State's economy through two clinical programs located at the Boise campus: the Small Business Legal Clinic, and the Economic Development Clinic. The Small Business Legal Clinic assists small and start-up businesses referred to the clinic by the Idaho Small Business Development Center. Clients include both for-profit and nonprofit companies in a variety of business areas. Students in the clinic perform legal services, such as preparing formation and organizational documents, employee agreements, and more. The Economic Development Clinic enables students to advise Idaho counties, cities, tribes and non-governmental agencies with economic development-related issues typically arising in questions of land use law, administrative law, state and local government law, and environmental law.

The College of Law indirectly serves the State's economy through its graduates. Those graduates facilitate commercial transactions by giving advice, drafting documents, negotiating agreements, and resolving disputes. Although television and movies dwell on the courtroom lawyer (for dramatic reasons), the day-to-day work of most lawyers today rarely involves trials. Indeed, many lawyers do not spend a majority of their time involved in lawsuits at all. Instead, they support commerce by counseling clients in connection with significant economic matters like buying a home, making a will, setting up a trust, starting a business, and hiring and paying employees. Lawyers also draft documents to ensure that these commercial transactions and any resulting commercial relationships are stable and secure. In addition, many lawyers devote significant time to advising clients on how to comply with the law governing their personal or business affairs. Many businesses require licenses and permits, and they need a lawyer's help to get them and to comply with the web of regulatory law with which most businesses today must cope. Finally, more and more lawyers spend much time serving as mediators. All these activities by attorneys support the economy.

And this is just to describe the work of lawyers in the private sector. About 30% of the College of Law's graduates get jobs in the public sector – for example, as clerks in judges' chambers, as prosecutors in towns and counties throughout Idaho, or as attorneys in the state agencies. In these positions, our graduates become part of the legal infrastructure supporting Idaho's economy.

d. Societal Need: Describe additional societal benefits and cultural benefits of the program.

The University of Idaho College of Law does outreach addressing the social needs of the State, the region, and the nation through its faculty, students, and graduates. Completion of the dual-location model will enhance the College's ability to do this outreach.

Consistent with the University of Idaho's land grant mission, College of Law faculty at the Moscow and Boise campus engage in service and outreach that enhance the performance of legal institutions. To cite some recent examples:

- Professor Elizabeth Brandt (Moscow) serves on the Idaho Supreme Court's Child Protection Committee, and was part of a team that, in 2015, finished work on the 3rd edition of the Idaho Child Protection Manual, which is used by judges throughout the State.
- Professor Annemarie Bridy, Ph.D., (Boise) serves on the Idaho Technology Council's Tech2Market Committee, whose mission is to strengthen research, development and commercialization activity in Idaho as measured by R&D funded, capital raised, jobs created or retained, and IP-based companies started. Dr. Bridy also recently gave a webinar for the Idaho State Board of Education in support of its statewide initiative to

adopt Open Educational Resources (OER) in K-12 and post-secondary education.

- Professor Barb Lock (Boise) coordinates efforts to serve Idaho citizens by collaborating with BSU faculty in support of the Volunteer Income Tax Assistance (VITA) program.
- Professor Jerrold Long, Ph.D., (Moscow) has joined with Professor Brant Miller of the UI College of Education to extend the Confluence Project to schools in southern Idaho. The Confluence Project gives high school teachers and students a watershed science curriculum that lets them do on-the-ground, experiential environmental and science learning. The Confluence Project's expansion to southern Idaho has financial and technical support from the U.S. Geological Survey and Idaho Water Resources Research Institute.
- Professor Katherine Macfarlane (Moscow) has recently been appointed to the United States District of Idaho's Advisory Committee on Local Rules. The committee advises the United States District Court for the District of Idaho on local rules of civil procedure.
- Professor Stephen Miller (Boise) served in 2014-2015 as a commissioner on the Boise City Planning & Zoning Commission.
- Professor Shaakirrah Sanders (Boise) has addressed current legal topics ranging from the 2nd Amendment to faith healing, to Justice Antonin Scalia's impact on the U.S. Supreme Court, in print and broadcast media at the local and national level. Professor Sanders also recently hosted a public panel discussion of criminal justice reform, a panel that included U.S. Congressman Raúl Labrador.

College of Law students perform public service in three main ways. First, they participate in externships with public agencies in every branch of Idaho state government and in local public agencies. Second, they participate in one of the law school clinics, where they represent clients with legal needs under the supervision of licensed attorneys. Several of these clinics have been mentioned. They include the Main Street Legal Clinic, the Economic Development Clinic, the Tax Clinic, the Immigration Clinic, the Mediation Clinic, and the Small Business Legal Clinic. Third, to graduate, all students must perform 50 hours of pro bono legal services. They meet this requirement in a wide range of settings, including legal service organizations, government agencies, private firms (pro bono cases), nonprofits, and legislative offices.

Finally, the College of Law's graduates also serve the public and individuals who need legal services but cannot afford them. Every Idaho lawyer must subscribe to the statutory oath or affirmation, solemnly recited before the Supreme Court, "to contribute time and resources to public service … and never [to] reject, for any considerations personal to myself, the cause of the defenseless or oppressed." The College of Law believes that its graduates learn how to fulfill this oath by completing the College's pro bono service requirements and serving the needy in our clinics and the general public in externships with public agencies. In any event, many graduate become leaders in their communities and in the profession because of their public service.

In addition, many of our students come from small, rural communities with the objective of returning to those communities to practice. This is important. As the title of a recent article in the *American Bar Association Journal* said, "In rural America, there are job opportunities and a need for lawyers." (Lorelei Laird, *ABA Journal*, Oct. 1, 2014, http://www.abajournal.com/magazine/article/too_many_lawyers_not_here._in_rural_america_lawyers_are_few_and_far_between.) That is true in Idaho, where law school graduates are badly needed to: (1) serve as leaders in rural communities; (2) provide access to justice to the residents of those communities, and (3) support economic activity. Recent graduates are needed in these community partly because "Baby Boomer" attorneys are retiring. The College of Law supports these students through its Main Street Legal Clinic, and other opportunities, including externships in local agencies, at its Moscow campus. More importantly, the College offers an affordable legal education, which enables graduates to take jobs in rural communities at starting salaries that are typically lower than can be found in urban area but that are feasible given our graduates' debt load.

Access to justice is not exclusively a concern for Idaho's rural population. It is a significant concern for Idahoans modest means. This was demonstrated by an Idaho Legal Needs Assessment prepared in 2013 for the College of Law by the University of Idaho Social Science Research Unit. The assessment rested on three means of data collection: a statewide telephone survey of Idaho residents; an Internet survey of Idaho judges, lawyers, court clerks, and victim advocates; and interviews of key stakeholders. Not surprisingly, the assessment showed that households with incomes at or below 200% of the federal poverty guidelines were significantly more likely than the population as a whole to have unmet legal needs, relating to matters such as landlord-tenant disputes, child custody, public services, and adult guardianship. For lawyers to provide affordable legal services to Idaho residents of modest means, the lawyers cannot graduate from law school saddled with student debts equivalent in size to a home mortgage. This makes the availability of an affordable public legal education a key component of addressing Idaho's unmet legal needs. http://web.cals.uidaho.edu/ssru/2013/06/18/idaho-legal-needs-assessment/

e. If Associate's degree, transferability:

Not applicable.

3. Similar Programs. Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered by Idaho public institutions (list the proposed program as well)*		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**

* – The University of Idaho has the exclusive statewide mission in public legal education.

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
Concordia University, Portland, OR	**JD**	**Concordia University School of Law, Boise, ID**
University of Oregon, Eugene, OR	**JD**	**University of Oregon School of Law, Eugene, OR**
Willamette University, Salem, OR	**JD**	**Willamette University College of Law, Salem, OR**
Lewis and Clark College, Portland, OR	**JD**	**Northwestern School of Law of Lewis and Clark College, Portland, OR**
University of Washington, Seattle, WA	**JD**	**University of Washington School of Law, Seattle, WA**
Seattle University, Seattle, WA	**JD**	**Seattle University School of Law, Seattle, WA**
Gonzaga University, Spokane, WA	**JD**	**Gonzaga University School of Law, Spokane, WA**
University of Montana, Missoula, MT	**JD**	**Alexander Blewett III School of Law at the University of Montana, Missoula, MT**
University of Wyoming, Laramie, WY	**JD**	**University of Wyoming College of Law, Laramie, WY**
University of Utah, Salt Lake City, UT	**JD**	**S.J. Quinney College of Law, Salt Lake City, UT**

Brigham Young University, Provo, UT	**JD**	**J. Reuben Clark Law School, Provo, UT**
University of Nevada, Las Vegas, NV	**JD**	**William S. Boyd School of Law, Las Vegas, NV**

4. Justification for Duplication with another institution listed above. (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Not applicable.

5. Describe how this request supports the institution's vision and/or strategic plan.

The University of Idaho is in the final stages of completing its strategic plan for 2016-2025. Because that plan is not yet complete, however, below we discuss the ways in which this proposal supports the UI's current strategic plan.

- University of Idaho Strategic Plan Goal 1 ("Teaching and Learning – Enable Student Success in a Rapidly Changing World")

This goal will be advanced at Objective A ("Build Adaptable, Integrative Curricula and Pedagogies") through the development and delivery of complementary curricula at Moscow and Boise, with curricular and co-curricular offerings that build on the comparative advantages of the land-grant campus in Moscow and the metropolitan location in Boise.

- University of Idaho Strategic Plan Goal 2 ("Scholarly and Creative Activity – Promote Excellence in Scholarship and Creative Activity to Enhance Life Today and Prepare Us for Tomorrow")

Goal 2 will be advanced at Objective A ("Strengthen All Scholarly and Creative Activities Consistent with the University's Strategic Missions and Signature Areas") through the research and outreach, particularly in the field of business law and entrepreneurism, of faculty and upper-division students in Boise. Completing the dual-location model by establishing a full three-year branch program in Boise will enable the University carry out more effectively its Board-assigned statewide mission in legal education. In addition, Objective B ("Enable Faculty, Student, and Staff Engagement in Interdisciplinary Scholarship and Creative Activity) will be advanced through interactions between and among the University of Idaho's Boise campus, the business-related concurrent degree programs at Boise State University – namely, the JD/Master of Accountancy and the JD/MBA – the business enterprises and nonprofit entities of southern Idaho, and the sources of interdisciplinary expertise residing at federal and state regulatory agencies in and near Boise.

- University of Idaho Goal 3 ("Outreach and Engagement – Meet Society's Critical Needs by Engaging in Mutually Beneficial Partnerships")

Goal 3 will be especially advanced at Objective B ("Strengthen and Expand Mutually Beneficial Partnerships with Stakeholders in Idaho and Beyond") through the University's collaboration with the Idaho Supreme Court at the Idaho Law and Justice Learning Center, through concurrent degree programs offered with Boise State University, through cooperative projects undertaken with the Idaho's legal and business communities, and through increased interaction with – and service provided by law faculty and students to – government agencies in and near Idaho's capital city.

- University of Idaho Goal 4 ("Community and Culture – Be a Purposeful, Ethical, Vibrant, and Open Community")

Goal 4 will be advanced by enhancing access for, and inclusion of, diverse populations in legal education at a metropolitan location; by strengthening the viability and statewide relevance of the legal education program in Moscow through its connections to a complementary program in Boise; and by the enhancing the statewide visibility of the College of Law, which will benefit students in both Boise and Moscow who are in competition with graduates of other law schools in seeking and finding employment in and near Idaho's major center of population, commerce, and government.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The College of Law is accredited by the American Bar Association and has received ABA approval (known as "acquiescence"), on separate occasions, for delivery of the second-year and the third-year curriculum in Boise. The expansion of the College's curriculum in Boise to include first-year courses will likewise require ABA acquiescence. The ABA requires that resources for a branch campus be sufficient to assure ongoing compliance with ABA standards at both the branch and home campuses. Once approved, the first-year curriculum in Boise will be reviewed as part of the ABA's annual and 7-year accreditation review. The College communicates regularly with the ABA and will formally seek whatever approval is necessary as soon as the State Board authorizes the first-year curriculum and funding for delivery of the curriculum is identified.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B**.

Not applicable.

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?
Yes_____ No__X___

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes _X_ No _____

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet <u>at least one criterion listed below</u>.

a. **Describe why the proposed program is not on the institution's five year plan.**

When did consideration of and planning for the new program begin?

b. Describe the immediacy of need for the program. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

- **i.** How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
- **ii.** Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
- **iii.** Is there a contractual obligation or partnership opportunity to justify the program?
- **iv.** Is the program request or program change in response to accreditation requirements or recommendations?
- **v.** Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	46
Credit hours in required courses offered by other departments:	
Credit hours in institutional general education curriculum	0
Credit hours in free electives	44*
Total credit hours required for degree program:	90

* – As discussed below in 10.b, besides earning at least 90 credit hours, students must satisfy other requirements to get the J.D.; those other requirements will carry some of the credit hours included in the 44 credit hours categorized in the table above as "free electives."

b. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

- *Upper-Division Writing Requirement* – After their first year of law school and before graduation, students must complete a major research and writing project under faculty supervision.
- *Pro Bono Service Requirement* – Students entering the College in and after fall 2015 must, before graduation, perform at least 50 hours of law-related pro bono service without monetary compensation, academic credit, or other tangible benefit for work performance.

- *Professionalism Training* – Students entering the College in and after fall 2014 and thereafter must complete a professionalism education program by participating in educational opportunities addressing the following topics: (1) cultural competencies; (2) civility and appropriate professional behaviors before courts, tribunals, and in other professional settings; (3) law practice management; (4) bias and thought processes; and (5) other topics related to the development of a student's professional conduct and identity.
- *Experiential Course Work* – Student entering the College in and after fall 2016 must take one or more experiential courses totaling at least six credit hours. Experiential courses must be a simulation course, a law clinic, or a field placement.

11. Program Intended Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

LEARNING OUTCOME 1 – KNOWLEDGE OF LAW AND LEGAL INSTITUTIONS
Graduates will demonstrate knowledge and understanding of substantive and procedural law and legal institutions.

LEARNING OUTCOME 2 – LEGAL ANALYSIS AND REASONING
Graduates will demonstrate the capacity to engage in sophisticated legal reasoning and analysis.

LEARNING OUTCOME 3 – ORAL AND WRITTEN COMMUNICATION SKILLS
Graduates will be proficient at communicating complex legal arguments, reasoning, and analysis, both in writing and in oral communication.

LEARNING OUTCOME 4 – PROBLEM SOLVING
Graduates will recognize that multiple different potential resolutions to a dispute exist, including avoiding disputes before they begin.

LEARNING OUTCOME 5 – PROFESSIONALISM, ETHICS, AND VALUES
Graduates will understand their professional and ethical obligations to their clients, the courts and the bar, and the public.

12. Assessment plans

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

The College of Law is engaged in ongoing development of an institutional assessment plan that accords with all relevant requirements, including those of the Board (Policy Section III.X), the University of Idaho, the Northwest Commission on Colleges and Universities (Standards 4 and 5), and the American Bar Association (Standards 302, 303, 314, and 315).

In brief, the College is required to follow a five-step assessment process:

1. The College is now in the process of revising its College-level learning outcomes. The

most recent set of learning outcomes is quoted above in 11.a.

2. Each learning outcome will be translated into more specific learning competencies.
3. The College's curriculum will then be mapped to identify the courses in which each competency is introduced or practiced, or in which students develop the required level of proficiency. Curriculum mapping will also identify courses in which each competency is assessed.
4. The College will develop an annual assessment cycle, in which the College (a) collects data on selected competencies; (b) analyzes the data that has been collected the year before on other selected competencies; and (c) discusses what changes are to be made in light of the most recently completed analysis.
5. The College implements the agreed-upon changes, which will be subject to further, systematic assessment.

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

The University of Idaho College of Law has a standing Curriculum Committee that works with the College's administration to design program assessment. Assessment processes and policies are reviewed by the College of Law faculty. Changes in the curriculum and assessment processes and policies are implemented by the associate for faculty affairs. The associate dean for faculty affairs requires all faculty members to submit course syllabi that identify course-level learning outcomes. Faculty members also complete annual performance evaluations in which they report the formative and summative assessment tools they use in their courses to assess student achievement of the course-level learning outcomes.

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

The College of Law uses traditional measures such as quizzes and exams; essays and research papers; simulation exercises; peer assessment; and self-reflection papers and other exercises. The College also evaluates bar-exam-passage rates and student performance in capstone courses, such as the College's legal clinics and externships, where supervisors can assess a range of student skills and knowledge. The College will also explore other assessment measures such as reviewing student portfolios; taking exit surveys of graduates; and surveying attorneys, judges, and alums.

d. Timing and frequency. When will assessment activities occur and at what frequency?

As described above in 12.a, step 4 of the program-assessment process, as prescribed by the University of Idaho, entails an annual cycle in which every year the College (a) collects data on selected competencies; (b) analyzes the data that has been collected the year before on other selected competencies; and (c) discusses what changes are to be made, in the upcoming year, in light of the most recently completed analysis. Of course, assessment of student learning within courses occurs during and at the end of each semester.

Enrollments and Graduates

13. Existing similar programs at Idaho Public Institutions. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Fall Headcount Enrollment in Program**				**Number of Graduates From Program (Summer, Fall, Spring)**			
	FY13	FY14	FY15	FY16 (most recent)	FY13	FY14	FY15	FY16 (most recent)
BSU	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ISU	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UI	340	323	353	343	104	117	122	93
LCSC	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Juris Doctor											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY18 (first year)	FY19	FY20	FY21	FY22	FY23	FY18 (first year)	FY19	FY20	FY21	FY22	FY23
310	320	330	330	340	340	95	90	115	115	115	115

15. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 “Need” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The above projected numbers are based first on the current size of our first year class, 104 students. Of that 104, a small number will be academically dismissed or transfer to other institutions. We are projecting that class to melt into a second and third year class of 95 at minimum which will go on to be the first graduating class in FY18. The class entering in Moscow in fall 2016 will be at minimum 100 students and will melt into 90 students graduating in FY19. Adding the first year curriculum in Boise in FY18 is expected to bring a modest increase in students from pent up demand and interest. The initial increase will be as a result of courses in Boise, but rely heavily on Moscow to serve the majority of new students. The FY18 headcount number plans for 125 students between Moscow and Boise in the College's first year classes, which takes the total to 310 in the first year. It is expected then that retention will be higher with the first year class in Boise as more residents stay in the area for their legal education. As the College enrolls slightly larger first year classes the total enrollment will increase to around 340 students, approximately 120 students on average entering each year with a small amount withdrawing, transferring or being academic dismissed.

The above numbers are based on College of Law statewide enrollment projections. The physical space capacity in Boise is limited by the largest classroom in which first year courses can be taught without needing to add a second section as well as appropriately sized legal writing and research sections. The largest classroom holds approximately 60 students. The College intends to enroll less than 60 students in Boise the first year of operation, but is expecting that overtime we will easily enroll 60 students in Boise and around the same in Moscow.

The College of Law participates in national and regional recruiting efforts through fairs, digital marketing, social media and more. Our Enrollment Marketing and Recruitment Plan, revised annually, serves as the guiding document in our recruitment efforts.

16. Minimum Enrollments and Graduates. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

While it is not expected that the College will face a minimums issue with the launch of the first year in Boise, the main factors in that analysis are on the teaching load and capacity side of our plans. With one legal writing and research professor in Boise, the College expects that the section size will comparable to those in Moscow (though not exactly the same). Financially, a minimum group of 25 to 35 students would warrant such a dedicated faculty resource and the sections of the rest of the first year curriculum. If the enrollment grows in Boise to closer to 60 students the College would need to explore a second legal writing and research professor to accommodate, but the rest of the curriculum offerings would not be impacted. In summary, at minimum we need 25 to 35 students to enroll in the first year in Boise and beyond that the only action needed is the threshold for offering a second section of legal writing and research.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The College will offer the first-year law curriculum proposed in this document at the Idaho Law and Justice Learning Center (ILJLC), where it currently offers the second- and third-year curricula. The ILJLC can accommodate the additional students, along with the additional personnel needed to support the expansion.

The ILJLC opened in 2015, in the building that long served as the Ada County Courthouse and also housed the Idaho Legislature while the capitol was renovated. This is an ideal location for a public law school – being located on the Idaho Capitol Mall, between the capitol and the Idaho Supreme Court buildings, and right across the street from the Idaho State Bar headquarters.

The College collaborated with the Idaho Supreme Court in creating the ILJLC. It is a multipurpose facility that houses:

- The College of Law in Boise
- The Idaho State Law Library
- The Idaho Supreme Court's judicial education offices and training facilities; and
- Public service outreach and education space.

Space is allocated in the ILJLC as follows:

- College of Law: 16,927 net sq. ft., excluding common areas
- Library: 7,655 net sq. ft., excluding common areas
- Idaho Supreme Court: 3,354 net sq. ft.

The College of Law uses the first three levels of the ILJLC. More specifically:

- *First Level*. The first level of the ILJLC has space for (a) the College's clinical programs, (b) student organizations, (c) the main student reading room/study area, (d) two seminar classrooms for about 22 students each, (e) one conference room for videoconference and training uses, and (f) a student lounge. Other uses on the first level include offices for IT support and general storage.
- *Second Level*. The second level primarily houses the law library, with space for (a) a central circulation and control desk, (b) the library stacks, and (c) offices for the librarian and library staff. In addition, the Supreme Court has an office and training space on the second level. The library space also has computer terminals for use by students and the public.
- *Third Level.* The third level of the ILJLC holds (a) the Administration Suite (including a reception area and a conference room with videoconference equipment), (b) faculty and staff offices, (c) an employee lounge, and (d) two large classrooms for approximately 67 students each. The two large classrooms make use of the space

formerly used by the Idaho legislature for the House and Senate Chambers while the State Capitol was being remodeled and expanded.

The ILJLC has state-of-the-art instructional technology. The technology allows classes that are taught live at the Moscow campus to be beamed to students in Boise, and vice-versa. During these “distance ed” classes, students and faculty at each campus can interact with students at the other campus. This technology also permits student-faculty conferences between the two campuses; faculty meetings between faculty members in each location; and student-to-student communication on collaborative co-curricular projects (such as moot court competitions) between the two campuses. The University has information-technology staff at the ILJLC to support the technology, as well as additional IT staff at the University’s Idaho Water Center in Boise.

b. Impact of new program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

The College of Law does not anticipate any significant impact as a result of expanding the curriculum at the Boise campus to include the first-year curriculum. That is because this expansion was contemplated (and hoped for) when the College planned the ILJLC.

c. Needed resources. List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

The College of Law has asked the central university administration to request a legislative appropriation to fund a technology upgrade to the largest classroom in the Menard Law Building in Moscow, which is Room 104. Updating the technology in Room 104 will facilitate law-school-wide events in which students and staff at both the Moscow and Boise campuses participate. For example, each school year begins with a convocation ceremony to welcome new students and welcome back returning students. Room 104 is the Moscow classroom used for these law-school-wide events.

18. Library resources

a. Existing resources and impact of new program. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

With a modest addition of new library material, the existing library resources, including personnel and space, at the ILJLC will meet the needs of the first-year students who will be taking courses at the Boise campus under the present proposal.

As discussed above in 17.a, the College currently supports and maintains a law library at the ILJLC that meets the needs of the College’s teaching, scholarship, research, and service programs for a full three-year course of study. The College meets the needs of the Boise location through its management of the State Law Library located on the 2nd floor of the ILJLC. The law library is a collaboration between College of Law and the Idaho Supreme Court in which the College of Law has taken over management of the State Law Library and then supplemented the State Law Library with an academic collection in support of the Boise location and curriculum. The College has also funded substantial updates to the practitioner and public collections.

The Boise Law Library collection currently has about 30,000 volumes and volume equivalents. In addition, selected federal, state, and Idaho archival materials are located in the basement of the Idaho Supreme Court Building. The Boise Law Library has four computer terminals with public access to WESTLAW Next, and access to all of the databases currently subscribed to by the College of Law, including HeinOnline, the CCH Internet Research Network, selected BNA Reporters, RIA Checkpoint for tax research, the Making of Modern Law, and the U.S. Congressional Serial Set, among others.

The library needs of 1st-year law students will not be exactly the same as those of existing 2nd and 3rd year students. Accordingly, the College has budgeted an additional $4,000 to purchase monographs, loose leafs, and other materials to support the 1st year curriculum in Boise, and the College believes that the existing library space at the ILJLC can accommodate the addition of these materials and these students.

The Boise Law Library hours of operation are 8:00 a.m. to 5:00 p.m., and the collection is open to the public. Students currently have 24/7 access to the collection through their electronic swipe cards.

The Boise Law Library staff consists of the following:

- 1 full-time associate law librarian
- 1 full-time JD librarian who provides reference and research assistance
- 1 full-time assistant librarian employed by the State
- 1 full-time staff person employed by the State, who also handles the budget for the library

The two State of Idaho employees are managed by the College in accordance with the Memorandum of Understanding between the College and the Idaho Supreme Court.

When materials needed by students, faculty, or staff are not available in Boise, the Boise Law Library can request the materials directly from the University of Idaho Main Library and the College of Law Library in Moscow. The Boise Law Library can also request interlibrary loans. The Law Library staff in Moscow would also be available to students, faculty, and staff in Boise for reference assistance by telephone, email, or Skype (or equivalent) access.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

As stated above in 18.a, the University has budgeted an additional $4,000 to buy monographs, loose leafs, and other materials for the first-year curriculum at the Boise campus. The Boise Law Library has enough space for this additional material and the additional students.

19. Personnel resources

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

Currently, at the Moscow campus the College of Law offers two sections of all first-year ("1L") courses except for the first-year Legal Research and Writing ("LRW") course, of which six sections are offered:

REQUIRED COURSES, 1L YEAR	
Course Title	**Number of Sections**
1L Fall Semester	
Civil Procedure I	2
Contracts	2
Property	2
Torts	2
Legal Research and Writing	6
1L Spring Semester	
Civil Procedure II	2
Contracts/Sales	2
Constitutional Law I	2
Criminal Law	2
Legal Research and Writing	6
Legal Research (starting Fall '17)	To Be Determined

The current proposal seeks, in effect, to "split" this first-year curriculum into two halves, so that one section of each of the 1L courses except LRW will "move" to the Boise campus. As for LRW, two or three of its six sections will "move" to Boise; the precise number depends on the size of the first-year class admitted to the Boise campus:

REQUIRED COURSES, 1L YEAR	
Course Title	**Number of Sections**
1L Fall Semester	
Civil Procedure I (2 credits)	1 in Moscow, 1 in Boise
Contracts (2 credits)	1 in Moscow, 1 in Boise
Property (4 credits)	1 in Moscow, 1 in Boise
Torts (4 credits)	1 in Moscow, 1 in Boise
Legal Research and Writing (0 credits)	3-4 in Moscow, 2-3 in Boise
1L Spring Semester	
Civil Procedure II (3 credits)	1 in Moscow, 1 in Boise
Contracts/Sales (3 credits)	1 in Moscow, 1 in Boise
Constitutional Law I (3 credits)	1 in Moscow, 1 in Boise
Criminal Law (3 credits)	1 in Moscow, 1 in Boise

REQUIRED COURSES, 1L YEAR	
Legal Research and Writing (5 credits)	3-4 in Moscow, 2-3 in Boise
Legal Research (starting Fall '17) (1 credit)	To Be Determined

Under this arrangement, no "additional sections" of the existing first-year courses will be needed. It is possible, however, that eventually the College might have to create additional sections of some existing upper-level courses. But the College has no current plan to do so.

Along with "moving" half of the sections of the first-year law courses from Moscow to Boise, the College of Law will have three full-time faculty positions relocated from the Moscow campus to the Boise campus. (As discussed below in 12.d, the College of Law also seeks a legislative appropriation to hire two additional, full-time faculty members for the Boise campus, one to teach the first-year LRW course, the other to teach other courses.)

Other, additional personnel needed to support the expansion of the Boise curriculum are described below in 12.d.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Instructional personnel: The College of Law currently has 11 faculty members who work full-time for the UI College of Law at the Boise campus:

- Lee Dillion, Associate Dean for Boise
- Katie Ball, Externship Director
- Annemarie Bridy, Professor of Law
- Wendy Couture, Associate Professor of Law
- Stacy Etheridge, Associate Law Librarian
- Michael Greenlee, Associate Law Librarian
- Sarah Haan, Associate Professor of Law
- Barb Lock, Associate Clinical Professor
- Stephen Miller, Associate Professor of Law
- John Rumel, Associate Professor of Law
- Shaakirrah Sanders, Associate Professor of Law

This list includes two faculty members – Associate Dean Dillion and Associate Law Librarian Greenlee – who devote part of their time to instruction but most of their time to administration; and one other faculty member, Associate Law Librarian Etheridge, who currently has no instructional responsibilities. Please note that Associate Law Librarians Greenlee and Etheridge were included in the library staff listed above in 18.a.

In addition to the existing personnel listed above, three full-time faculty positions are being relocated from the Moscow campus to the Boise campus to support an expanded curriculum in Boise.

Besides the full-time personnel, the College of Law employs about 15-20 adjunct professors (formally known as "temporary, part-time lecturers") to teach single courses in Boise during the academic year and in the summer. Many of these adjunct professors have been teaching for the College for many years and are practicing attorneys or judges who bring valuable experience to the classroom. The adjunct professors, however, teach only upper-level courses (to second- and third-year law students); they will not teach any of the first-year law courses.

Finally, some classes taught live in Moscow are offered to Boise students by videoconference link. These "distance-ed" courses, however, account for a very small portion of the curriculum currently offered in Boise. Furthermore, all of the first-year law courses proposed to be offered at the Boise campus will be taught live at that campus by full-time members of the faculty.

Support personnel: Support personnel at the ILJLC include:

- Michelle Bartlett, Director of Career Development
- Rebekah Cudé, Director of Student Affairs for Boise
- Elaine Kempton, Clinical Services Coordinator
- Neil Luther, Development Assistant
- Rowland Marshall, IT and Classroom Media Specialist
- Terri Muse, Assistant Dean for External Relations

Besides these personnel, who are located at the ILJLC, the College works with the University administration at the Idaho Water Center in Boise to offer all the normal student services, including:

- Computer Lab
- Disability Support Services
- Graduation and Commencement
- Health Services
- Housing for Students (apartments, etc.)
- Recreation Facilities
- Textbook Orders
- Transportation Options
- Transcript Request Form
- Vandal Card (student identification card)

Moreover, IT personnel at the Idaho Water Center support the IT needs of the ILJLC.

Administrative Personnel: Administrative personnel at the ILJLC include:

- Lee Dillion, Associate Dean for Boise (listed above among instructional personnel)
- Michael Greenlee, Associate Law Librarian
- Rachel Martinez, Faculty Assistant

c. **Impact on existing programs**. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

With the Board's approval and under its supervision, the University of Idaho College of Law has expanded the J.D. curriculum in Boise incrementally. In 2001, the College began offering law students in their final (6th) semester a "semester-in-practice" program in Boise, in which they could earn academic credit for working full-time in semester-long externships. In 2004, the College expanded its externship offerings in Boise. In 2010, the College began offering students the opportunity to spend their entire third year (5th and 6th semesters) in Boise. In 2014, the College expanded the Boise J.D. curriculum to include second-year law courses. In 2015, the College moved the second- and third-year curricula from the Idaho Water Center to the ILJLC.

Throughout this 15-year process of gradual expansion, the College has planned carefully and in coordination with central university administration and all stakeholders. Most recently, this planning process included in-depth study of the instructional resources and other resources needed to support the expansion proposed in this document. Each incremental expansion has required not only the Board's approval but also the approval (formally known as "acquiescence") of the College's accrediting agency, the ABA. To get acquiescence, the College first undergoes an in-depth review that includes a site visit by a "fact finder," and within a certain period after getting acquiescence, the College has a follow up site visit by a fact finder. The ABA will grant acquiescence "only if the law school demonstrates that the [proposed change] will not detract from the law school's ability to remain in compliance with the [Accreditation] Standards." ABA Standard 105(b).

An additional ABA Standard applies to the current proposal to begin offering first-year law curriculum at the Boise campus. The proposal triggers ABA Standard 106, because if granted it would result in the entire J.D. curriculum being offered at a "separate location" by a "branch campus":

Standard 106. SEPARATE LOCATIONS AND BRANCH CAMPUSES

(a) A law school that offers a separate location shall provide:

(1) Full-time faculty adequate to support the curriculum offered at the separate location and who are reasonably accessible to students at the separate location;

(2) Library resources and staff that are adequate to support the curriculum offered at the separate location and that are reasonably accessible to the student body at the separate location;

(3) Academic advising, career services and other student support services that are adequate to support the student body at the separate location and that are reasonably equivalent

to such services offered to similarly situated students at the law school's main location;

(4) Access to co-curricular activities and other educational benefits adequate to support the student body at the separate location; and

(5) Physical facilities and technological capacities that are adequate to support the curriculum and the student body at the separate location.

(b) In addition to the requirements of section (a), a branch campus must:

(1) Establish a reliable plan that demonstrates that the branch campus is reasonably likely to be in substantial compliance with each of the Standards within three years of the effective date of acquiescence as required by Rule 30;

(2) Comply with instructional requirements and responsibilities as required by Standard 403(a) and Standard 404(a); and

(3) Offer reasonably comparable opportunities for access to the law school's program of legal education, courses taught by full-time faculty, student services, co-curricular programs, and other educational benefits as required by Standard 311. [Note: Standard 311, "Academic Program and Academic Calendar," prescribes a minimum of credit-hours that a law school must require for graduation with a J.D. degree; the minimum and maximum time periods in which the course of study for the J.D. must be completed; and a limit on the amount of coursework in which a J.D. candidate can be enrolled at any one time.]

Besides the pre-acquiescence and post-acquiescence reviews, the ABA conducts top-to-bottom accreditation reviews every seven years. The College of Law is next due for a top-to-bottom accreditation review in 2018-2019.

In short, processes are in place – besides those of the College, the University, and the Board -– to ensure that expansion of the curriculum at the Boise campus does not adversely affect the existing J.D. program. Indeed, the University believes that the expansion will significantly enhance the program.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

As of the current date, the College of Law has asked the central university administration to seek a legislative appropriation of $732,000 in ongoing funding and $174,000 in onetime funding for FY18. This funding is requested to enhance the quality of service and educational experience for students and faculty by funding the following additional personnel:

1. Associate Director of Admissions in Boise. This person would serve the admissions needs of the College statewide through planning and executing campus visits for prospective students, workshops for prospective students on how to apply to law school, other events for prospective students, community outreach, outreach to college pre-law advisors, and recruitment and marketing. This person would report to the Director of Admissions, who is at the Moscow campus.
2. Director of Academic Success in Boise. This person would address the needs of the first-year law students in Boise by holding workshops on topics such as effective study strategies, advising, academic planning, bar-exam advising, and more.

3. Faculty member to teach Legal Writing and Research in Boise.
4. Faculty member to teach non-legal writing courses.
5. Funding for Teaching Assistants to support the Legal Research and Writing course in Boise.
6. Director of Student Affairs in Moscow. This position would serve as the accessible student affairs staff member who handles the orientation program for first-year law students, the Professionalism Education Program workshops required of all students, student-organization advising, student support needs, and more. This person would report to the Associate Dean of Students, who is on the Moscow campus.
7. Faculty assistant in Boise.
8. Two IT Specialists (1 at each campus).

If additional state funding is not available, the College has determined that the first-year effort is feasible with existing resources (teaching, staff, students, and facilities) by making internal reallocations to fund the following:

1. Associate Director of Admissions- Boise
2. Director of Academic Success – Boise
3. LRW Faculty Member – Boise

To meet ABA requirements, the College must hire a full-time Associate Director of Admissions in Boise. Besides recruiting students for the Boise campus, this position advises first-year students. The person hired for the position will start work in August 2016.

The Director of Academic Success in Boise will support the academic success of first-year students and allow the College to have enough resources to support the academic achievement and bar passage of all students, particularly students in the bottom quartile of the entering class, who are a concern of the faculty and the ABA.

The LRW Faculty Member will teach one section of LRW based on enrollment and could possibly be filled internally or with a visiting professor.

20. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

   There will be no reallocation of existing state appropriated funds.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

   Not applicable.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

Not applicable.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable.

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

The University of Idaho charges a professional fee to students enrolled in the J.D. program in accordance with Board Policy V.R. The University will not charge any additional or separate fees in connection with the expansion of the J.D. curriculum in Boise to include first-year law curriculum.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

Not applicable.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Note from the Office of the Provost and Executive Vice President:
This proposals funding is currently under consideration via the University Budget and Finance Committee review process. Depending on the recommendations and final decision of the President, the budget could be altered. A narrative description of two approaches to funding is provided until the final decision is made.

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)
[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition **X** Revision* ☐ **Deletion*** ☐ Emergency
Minor Amendment ☐
Chapter & Title: **Chapter 2: Student Affairs Policies 2800 Student Fees**

Administrative Procedures Manual [APM] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: ______________________

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): (Please see FSH 1460 C) — **Trina Mahoney** (Name) **April 14, 2016** (Date)
Telephone & Email: **885-4387 tmahoney@uidaho.edu**

Policy Sponsor: (If different than originator.) — **Brian Foisy** (Name) **April 14, 2016** (Date)
Telephone & Email: **885-6174 brianfoisy@uidaho.edu**

Reviewed by General Counsel ___Yes ____No Name & Date: ______________________

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

All policies related to the approval of student tuition and fees are established by the State Board of Education. Chapter 2 Section 2800 reiterates State Board policy but due to revisions by the Board is currently out of date. All questions regarding appropriate approvals for tuition and fees should be addressed in the context of Board policy. This revision refers readers to the appropriate State Board policy while preserving the internal requirements related to the president's interaction with ASUI and commitment to gathering student feedback.

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

No direct fiscal impact but potential indirect impact related to fiscal compliance as units will not be relying on outdated policy.

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

N/A

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

If not a minor amendment forward to: ______________________

Policy Coordinator
Appr. & Date:
____
[Office Use Only]

APM
F&A Appr.: _______
[Office Use Only]

FSH
Appr. ______________
FC ______________
GFM ______________
Pres./Prov. __________
[Office Use Only]

Track # ______________
Date Rec.: ____________
Posted: t-sheet __________
h/c ___________
web___________
Register: ______________
(Office Use Only)

UI FACULTY-STAFF HANDBOOK
CHAPTER TWO:
STUDENT AFFAIRS POLICIES July 2007 (editorial)

2800

STUDENT FEES

PREAMBLE: This section appeared in the 1979 Handbook *and its present form in July, 1987. For further information, contact the Office of the Vice President for Finance and Administration (208-885-6174).*

~~**A. GENERAL.** With the exceptions noted in B, the regents' must approve the establishment or change of any fee that is to be charged to students.~~
<u>**A. GENERAL.** Student tuition and fees will be approved in conformity with Idaho State Board of Education (SBOE) policy V.R. In addition, the university president will consult with ASUI prior to establishing or revising any activity fee. The university president will also provide opportunity for student feedback on proposed tuition and fee changes prior to SBOE approval.</u>

~~**B. EXCEPTIONS.** The requirement of approval by the board does not apply to fees that are established by the legislature or by the terms of a contractual agreement with another state or program. The board has authorized the president to set the following kinds of fees:~~

~~**B-1.** Fees required for specific courses or activities and assessments that are not required of all students enrolled at UI. This category includes penalty assessments, such as library fines, parking fines, and laboratory breakage fees, and fees for video outreach courses and courses offered for such purposes as remedial education that do not count toward meeting degree requirements.~~

~~**B-2.** Student health insurance premiums, charges for room and board in UI dormitories, and rental rates for family housing. Any change in these charges must be approved by the president at least three months before the beginning of the semester in which it is to become effective.~~

~~**B-3.** Activity fees, such as those for intercollegiate athletics, health services, student union operations, student government, and recreation. The president must consult with ASUI and a public hearing must be held before an activity fee is established or changed. The president's approval must be not later than April 1 of the year before the academic year in which the change is to become effective.~~

~~**C.** See the catalog for information on student fees and other charges that are in effect and the provisions for payment and refund of fees.~~

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #25

3:30 p.m. - Tuesday, April 12, 2016
Brink Hall Faculty-Staff Lounge & Skype

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #24, April 5, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

Faculty Affairs:

- FS-16-018rev: FSH 3710 – Leave Policy – parenting leave (Crowley)(FYI)
- FS-16-059: FSH 3050 – Faculty Position Description – form only (vote)
- FS-16-027rev: FSH 3320 – Faculty Annual Evaluation – form only (vote)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #21
FS-16-018, FS-16-059; 027rev

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #24, Tuesday, April 5, 2016

Present: Anderson, Boschetti, Brandt, Brewick, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Dallas, Flores, Folwell, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, LaPrath, Latrell, Murphy, Staciesiak, Stevenson for Wiencek (w/o vote). **Absent:** Adams, Barbour, Brown, Jeffery, Mahoney, Nicotra, Perret, Stoll (w/o vote), Teal, Wiencek (w/o vote), Wolf. **Guests**: 3

Vice Chair Brandt (in Chair Teal's absence) called meeting #24 to order at 3:32. A motion (Chung/Folwell) to approve the minutes from the March 29th meeting passed without objection.

Chair's Report: Vice-Chair Brandt reminded Senators of the need to have an election for new Senators and send the results to Ann Thompson by April 15th. She also introduced the new Senator from GPSA, Amanda Staciesiak.

Provost's Report: Vice Provost Jeanne Stevenson reported that Athena presented its Women of the Year awards last night. Dean Cori Mantle-Bromley received the award for Administrator, Professor Holly Wichman received the Faculty award, and Mary Stout the Staff award. It was a nice event recognizing the contributions of these women to the University. Vice Provost Stevenson announced the deadline for completing the workplace modules had been extended to the end of April. She also encouraged people to visit the renovations of the 1st floor of the Library. As a final comment she called our attention to the variety of programs and showcases on campus in April. Participating in these events provides an interesting perspective to better understand the complexity and diversity of the University.

A Senator noted that while the deadline for completion of most of the workplace modules had been extended the deadline for the "Our Inclusive Community" module had not been extended. Those who completed that module last year are not required to repeat it, but all others need to complete it in order to receive a salary increase. Another Senator asked if there was a way to know which workplace modules had been completed. There is a list by college, but as a Senator pointed out these are not always up-to-date.

Ombuds: Chair Brandt introduced new Ombuds Barbara Beatty. She comes to the UI from Texas where she was the Deputy Resolution Officer in the Department of Public Safety. Ms. Beatty expressed her delight in being at the University of Idaho. This is her 2nd day and she is trying to get settled it. She noted that the Ombuds Office at the UI is very well established. She is open to suggestions from people regarding what types of activities with which she might get involved. She reminded everyone that conversations with the Ombuds are confidential and she is here for everyone and the door is always open.

Student Code Task Force: FS-16-056: FSH 2400—Disciplinary Process for Violations of Student Code; FS-16-058: FSH 1640.93—Student Disciplinary Review Board; FS-16-058: FSH 1640.83—Student Appeal Committee. Professor Brandt noted that as co-chair of the task force (with Don Crowley) she was introducing a series of proposed revisions. The task force has been meeting throughout the year and has been considering more comprehensive revisions. However, it has become apparent that the more comprehensive revisions cannot get done by the end of this academic year. It is thought that a more comprehensive revision will be prepared by the Office of General Counsel and the Dean of Students Office over the summer and brought to the Senate next fall. The targeted changes brought forward today are designed to smooth out the current process while other changes are being considered. Professor Brandt summarized the proposed changes as follows:

- Removing the role of the Faculty Senate Leadership screening of appeals.
- Cleaning up the language for the standard of review.
- Clarifying the "preponderance of the evidence" standard.
- Implementing the Student Appeals Committee created earlier.
- Permitting the SDRB to consider cases in panels of three to be appointed by the chair.

Questions raised by Senators included:

- *Is it still the case that DOS can appeal a decision from the SDRB?* Professor Brandt noted that this is still the case and is required in Title IX cases.
- *To what extent can we ensure gender balance on the Student Appeals Committee?* Professor Crowley stated that Committee on Committee's would be in a better position to try to achieve gender balance on the newly created Student Appeals Committee. Under the current circumstances, Senate Leadership is dependent on a smaller group of volunteers from the Senate who already have very busy schedules. Professor Brandt noted that gender balance was important in some cases, but probably couldn't be assured in all cases.
- *Is there any mechanism for appeals past the Student Appeals Committee?* It is possible for a student to appeal to the President of the University.
- *What is the composition of the Student Appeals Committee?* The proposed revisions call for an ~~twelve~~ eleven [N.B. correction to membership as noted is needed] person committee which would include six faculty (2 from the Faculty Senate), two staff, and three students.
- *What is the standard of review at the appellate level?* These are found in C-6-b. The Student Appeals Committee would have five grounds upon which they could grant the appeal.
- *Is there any place in which reasonable sanctions are defined?* Professor Brandt stated that the possible sanctions are laid out in detail, although it is true that it is difficult to have an objective definition of what constitutes an "excessive sanction" in any particular case.
- *A Senator stated that there doesn't appear to be any clear way for the Student Appeals Committee to implement an "educational sanction."* Professor Crowley noted that this is something that should be looked into in future drafts.
- *Would psychological counseling be something that could be required?* The answer was that this might be possible, but it is difficult to monitor something of this nature.
- *Could we look at allowing some flexibility, or discretion, in applying the administrative fee?* This is something that could be looked at in the future.

A Senator suggested that the standard of review offered in C-2 b-2 was inconsistent and should be revised. The proposed revision was to change this section to read "DOS' finding of a violation of the code is not supported by the preponderance of the evidence." A motion (Couture/Folwell) to revise C-2 b-2 in the manner stated above passed 16-0-2.

The Chair asked if the Senate was ready to vote on the proposed revisions. There were no objections to proceeding to a vote. A motion (Flores/Folwell) to approve the proposed revisions for FSH 2400 as amended passed unanimously.

It was then moved (Flores/Folwell) to approve the proposed revisions to the SDRB (1640.93). This motion passed 16-0-2. Finally a motion (Folwell/Brewick) to approve the revisions to the Student Appeals Committee (1640.83) passed without objection. [N.B. correction to total membership as noted above of twelve should be revised to eleven.]

Vice Chair Brandt thanked the Senate for their support in passing these revisions.

Adjournment: With no other business before the Senate a motion (Folwell/Latrell) to adjourn passed unanimously at 4:15.

Respectfully submitted,

Don Crowley, Faculty Secretary and
Secretary to the Faculty Senate

FAC approved; Senate review/edits made per Senate meeting of Feb. 2, 2016 (clarifying UFM of 5/5/15).

3710

LEAVE POLICIES FOR ALL EMPLOYEES

PREAMBLE: This section describes the various kinds of leaves that are available for all UI employees. (See section 3720 for Sabbatical Leaves limited to faculty members.) This section and the following one were original parts of the 1979 Handbook*. The most substantive changes since that time have been the addition (under Governor Andrus) and subsequent deletion (under Governor Batt) of service leave for children at school and changes to subsection L that reflect changes in federal regulations. In 2002 extensive changes were made to subsection K that reflected Regent policy and current practice. In 2008 extensive changes to this policy were approved following many years of committee work involving Faculty and Staff Affairs, General Counsel, and Human Resources and a new section M was added on servicemember family leave due to a federal law change. In July 2010 a section R was added to address the Fiscal Year 2010 Furlough and in July 2011section R was removed and a new policy, FSH 3450, was created to address employment actions such as temporary furloughs. Unless explicitly noted, the text is as of July 1996. Further information is available from Human Resources (208-885-3609).* [ed. 7-97, 7-05, rev. 7-98, 7-02, 2-08, 7-10, 7-11]

CONTENTS:

A. GENERAL.

A-1. The university (hereinafter referred to as university) strives to offer leave programs that are both comprehensive and flexible to meet employee needs. Leave with or without pay is extended to employees under a variety of circumstances described below. Exceptions may be granted in special circumstances [R; APM 55.09, 55.07, 55.38; FSH 3120, 3720 and 6230] *[ed. 2-08, 7-10]*

A-2. The term “leave” refers to an employee’s absence from duty. Each leave type as contained in this policy discusses circumstances in which such an absence may be continued with pay when leave accruals are available or when leave is approved without pay. Certain types of leave may require or provide options to take one leave concurrent with another. For example, sick and annual leave may be taken or may be required to be taken concurrently with other types of leave. All leaves are subject to approval.

A-3. Unless otherwise noted, for purposes of this policy, “immediate family member” includes: your spouse, your child, parent, brother, sister, grandparent, and these same relationships of a spouse, by marriage, adoption, or foster arrangement. An immediate family member may also include an individual who has assumed a similar relationship to those above, other than the relationship of spouse*, and for whom the employee or the individual has had financial

responsibility for the other. An immediate family member also may include any individual who is a qualified dependent under IRS regulations. The university reserves the right to request documentation establishing financial responsibility or qualifying status as an IRS dependent.

*Due to the 2006 "marriage amendment" to the Idaho Constitution the university, despite the wishes of the Faculty Senate, is unable to include domestic partnerships. *[ed. 1-10]*

A-4. Separation from employment or the term terminating employee refers to an employee's separation from all employment.

A-5. A break in State of Idaho service is defined as job termination that is separated by at least three (3) business days prior to re-employment with the university or any other State of Idaho employer.

A-6. Full and part-time employees are eligible for some or all leaves discussed in this policy.

a. Benefit-eligible employees are those who hold a board-appointed position [FSH 3080] and are employed at least half time or greater.

b. Individuals who are employed at least half time or greater as temporary help (TH) and who are expected to complete five (5) months or more of continuous university service and are eligible to participate in the Public Employers Retirement Plan for Idaho (PERSI) are eligible for limited benefits, including annual leave, sick leave and pay for holidays on which they do not work [FSH 3090].

A-7. Leave may not be taken in advance of accrual and may not be taken in excess of 80 hours in a pay period. *[rev. 7-15]*

A-8. Leave may not be taken on an employee's first day of employment. If an employee is unable to report for work on their specified first day of employment; employment will not begin until the first day that the employee reports for active duty.

A-9. All employees, including faculty and exempt employees, are responsible for recording all leave taken on bi-weekly time reports and complying with the terms of leave policies, including, but not limited to:

a. completing application for leave and providing medical evidence and other requested information;

b. abiding by any and all return-to-work restrictions; and

c. returning to work following expiration of approved leave.

Failure to uphold these responsibilities may result in absence without approved leave. Eligibility to preserve employment may be affected and/or the employee may be subject to disciplinary action, up to and including termination from employment as provided in appropriate university policies [FSH 3910, 3920 and 3930].

A-10. Employees who are exempt from overtime accrual or payments may be absent from work for approved periods of less than ½ work day without charge to sick or annual leave. Sick, annual or other paid time off must be charged in ½-day increments when ½ day of work or more is not performed, except when alternative work has been performed in conjunction with an approved flexible schedule.

Employees who are not exempt from earning overtime accrual or payments shall record all approved absences in 1/4-hour increments, except when time loss has been made up through an approved flexible schedule.

A-11. Absent written agreement to the contrary, an eligible employee typically earns credit toward retirement plan vesting (see your PERSI, IORP or federal retirement plan document for details) and earns annual and sick leave accruals during the portion of any leave that is paid, except that sick and annual leave do not accrue during terminal leave [J], or in some circumstances during administrative leave [H-5]. An employee typically will not be given such credit for any periods of unpaid leave.

A-12. No break in service will occur during any approved paid or unpaid leave for the purposes of determining eligibility for retiree health benefits.

A-13. Departmental administrators are responsible for approving and ensuring the reporting of leave, via Banner, taken by the employees in their respective units. For procedures regarding reporting and monitoring leave see APM 55.08. The Banner system and Human Resources records are the official university leave records. *[ed. 7-10]*

A-14. Human Resources is responsible for coordinating requests and reviewing compliance with all types of leave other than sick, annual and medical appointment leave discussed in this section. [APM 55.09] *[ed. 7-10]*

B. ANNUAL LEAVE.

B-1. Employees receive annual leave based on their classification of employment. [FSH 3080]

a. Classified Employees on full-time fiscal-year appointments accrue annual leave based on hours worked at the rate of approximately 3.7 hours bi-weekly for the first five full years of service, with a maximum accumulation of 192 hours; 4.6 hours bi-weekly up to 10 years of service, with a maximum accumulation of 240 hours; 5.5 hours bi-weekly up to 15 years of service with a maximum accumulation of 288 hours; and 6.5 hours bi-weekly for more than 15 years of service with a maximum accumulation of 336 hours. [RGPP II.E.3; FSH 3080; APM 55.08 and 55.09] *[ed. 7-10]*

b. Faculty on full-time fiscal-year appointments and exempt employees, including postdoctoral fellows, accrue annual leave at the rate of 7.4 hours bi-weekly and may accumulate a maximum of 240 hours. [RGPP II.F.3, FSH 3080, APM 55.09] *[ed. 7-10]*

c. Faculty who hold academic-year appointments do not accrue annual leave. Their periods of obligation and leave are governed primarily by the academic calendar, subject to stipulation by the employee's dean. [FSH 3120]

B-2. Annual leave for classified and exempt appointment of less than 100% full-time, but equal to or greater than half-time, is accrued based on hours worked and at a rate based on the employee's classification [B-1]. No annual leave is accrued for less than half-time service.

B-3. Temporary employees who are eligible for PERSI accrue annual leave beginning on the first day of employment in an eligible position at a rate of .0462 times hours worked within each bi-week, however leave is not earned until the benefit qualification period has been satisfied.

Annual leave for qualified temporary employees accrues, but is not earned until the employee has worked at least 20 hours per week and for a period of at least five (5) months (the benefit qualification period). Approval to use accrued, but unearned annual leave may be approved by the employee's supervisor under special circumstances. However, in the event that accrued annual leave is taken before it is earned and the employee also voluntarily separates or is terminated for cause before annual leave is earned, the value of unearned annual leave taken will be withheld from pay, other earning or payments or must otherwise be repaid to university.

Leave Accrual Example:
Annual leave accrues based only on hours worked.
62 hours worked times .0462 results in 2.90 hours of accrual and may accumulate to a maximum of 192 hours.

B-4. Annual leave accrual is temporarily suspended when the accumulation reaches the maximum allowance. Once the leave accumulation drops below the allowed maximum, accruals resume.

B-5. Employees eligible for overtime earn overtime based on only hours worked. There is no overtime accrual based on annual leave, sick leave, compensatory time, holidays or any other paid time off.

B-6. Annual leave continues to accrue while on any paid leave, except that annual leave does not accrue on hours of compensatory time used; during terminal leave [K]; during academic transitional leave [J] or for temporary employees who accrue annual leave based only on hours worked.

B-7. At the employee's option, accrued annual leave may be used during any approved leave that could otherwise be taken as sick leave. [RGPP II.I.2.b.]

B-8. Annual leave must be scheduled in advance and requested in writing by the employee. Annual leave may not be taken without the supervisor's written approval. Both the employee's vacation preference and business needs of the unit must be considered in establishing mutually agreed periods of leave [APM 55.09]. *[ed. 7-10]*

a. Supervisors are responsible for coordinating and approving requests for annual leave of all employees in their respective units.

b. An employee on approved annual leave, who becomes eligible to use sick leave through unforeseen events, may use sick leave in lieu of annual leave with approval from his/her supervisor. Documentation to support the use of sick leave may be required.

B-9. Leave balances are paid to employees upon separation (i.e. resignation, retirement layoff, non-renewal, termination) from all State of Idaho employment [IC 67-5334]. Leave balances are transferred from the university to other State of Idaho employers when the university employment ends and a new position is accepted with any State of Idaho employer when there is no break in state service [A-5]. However, the university reserves the right to require an employee to exhaust some or all annual leave prior to any job or employment separation.

Employees separating upon the expiration or termination of a grant will be required to use annual leave before the last day of employment.

In the event of an employee's death, payment is made to his or her estate.

The effective date of the employee's separation is the last day on which he or she reports to work for the university, unless the Assistant Vice President (AVP) for Human Resources or designee has approved a written request for alternative termination arrangements that are in the best interests of the university.

A termination extended through the use of accrued annual leave must be approved in advance, in writing, by the AVP for Human Resources or designee and unit administrator and shall be treated as terminal leave. [J and APM 50.20]

In the event that an academic administrator transitions from a position eligible for annual leave to a faculty position in which annual leave does not accrue, balances should be exhausted prior to the start of the new appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by the AVP for Human Resources, or designee.

B-10. Any individual, regardless of type of appointment, with an annual leave balance who transfers or who is reassigned to another unit within the university may be required to exhaust all existing annual leave prior to starting the new assignment.

B-11. Payment in lieu of annual leave taken for any reason other than separation from employment is granted only by exception or under other special circumstances within the business needs of the university.

B-12. Eligibility requirements for annual leave for temporary help (TH) can be found in FSH 3090.

C. SICK LEAVE.

C-1. Employees that work at least 40 hours in a bi-weekly pay period for at least five (5) consecutive months accrue sick leave. Accrual is approximately 3.7 hours bi-weekly for full-time service. [FSH 3090 C]

C-2. Sick leave accumulation for half-time but less than full-time service is accrued proportionately based on hours worked and earned at the rate of .0462 for each hour worked.

C-3. Sick-leave may be accumulated without limit.

C-4. Sick leave cannot be taken in advance of accrual. If, at the end of a bi-weekly pay cycle, absences exceed sick leave accumulation, the hours will be charged to compensatory time first, if available, and then to annual leave. If there is no leave accumulation, time will be unpaid. ~~If sick leave or other types of paid leave are available for an approved absence of any duration, time-off must be taken using available paid leave and may not be taken as unpaid leave, unless such absence has been approved as a personal leave [N] without pay in accordance with the guidelines of this policy~~ *[ed. 2-08]*

Commented [TA(1]: FAC 11/18/15: Remove - creates confusion, see L-2 & N-2.

C-5. Sick leave continues to accrue while on any paid leave, except for hours of compensatory time used; during terminal leave; and/or during academic transitional leave [I].

C-6. Sick leave may not be used in lieu of annual leave, except when the conditions of B-8. b. above have been met.

C-7. Sick leave may be taken only as follows:

a. Illness of Employee. An employee's own illness~~, or,~~ injury, or ~~parenting~~ child birth by an employee ~~(see FSH 3710 E)~~ that prevents the employee from performing his or her assigned duties; or in the event of exposure to contagious disease if, in the opinion of responsible authority, the health of others would be jeopardized in the work place.

Commented [TA(2]: FAC: Returned to "childbirth" for clarification purposes to clarify that a birth mother can use sick leave.
Senate 3/1/16: Cleaned up language.

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b. Illness of an Immediate Family Member. When the illness or injury of an immediately family member as defined in [A-3] of this policy requires the attendance of another, the employee may use his or her own available sick leave.

c. Death of an Immediate Family Member. In the event of a death of an immediate family member as defined in [A-3] of this policy; up to fifteen (15) days of sick leave may be used immediately following the event, but can be extended if there are special circumstances. The unit administrator and the AVP for Human Resources or designee may approve an extension of leave for up to a total of thirty (30) days of sick leave.

d. Death of a Family Member. Sick leave usage for the death of a family member other than a member of the immediate family as defined in [A-3] of this policy is limited to a maximum of five (5) days of sick leave immediately following the event.

e. Medical Appointments. Personal or family appointments for medical, dental, optical treatment or examination, or meeting with an Employee Assistance Program professional, including time for travel to and from such appointments. An employee is allowed up to two hours of time off per month for such appointments without charge to sick leave provided satisfactory arrangements have been made with the employee's supervisor. If the employee has absences totaling more than two hours in a month, such absences must be reported and charged to sick leave. There is no carryover balance from month-to-month.

f. Parenting/Adoption. All employees are entitled to use sick leave for parenting/adoption and follow the same leave use and benefits as described under E. Parenting Leave. Only one employee is eligible for parenting leave immediately upon hire regardless of Family Medical Leave Act (FMLA) eligibility requirements see E-2. The initial probationary period for staff is suspended until such time that the employee returns to work, see FSH 3360.

Commented [TA3]: FAC inserted for clarification purposes allowing use of sick leave.

Commented [TA4]: Intent is that when both parents are UI employees, only one is eligible.

Commented [TA5]: To ensure this does not affect Faculty's tenure probationary period which is 5 years, should not interfere with the tenure process already established in FSH 3520.

Commented [TA6]: Provost's comment about someone trying to get past their probationary period.

~~f~~g. **Organ Donation.** Full- and part-time benefit eligible employees may use up to five (5) days of sick leave for bone marrow donation and may use up to thirty (30) days of sick leave to serve as a human ~~donation~~ organ donor during an approved family medical [L] or personal leave [N]. *[ed. 2-08]*

Commented [TA7]: Senate rev. 2/2/16

C-8. Attendance at work is a job requirement for all positions at the university. Excessive absenteeism can affect job performance. Supervisors have the right to set attendance standards and require medical evidence to support absences that exceed these standards. Absences that occur during an approved family medical leave [L] are exempt from these requirements.

C-9. The federal Family Medical Leave Act of 1993 (FMLA) was adopted as law to protect the best interest and job security of employees. The university may initiate family medical leave (FML) and will apply FML concurrently with sick leave when the employee's own illness, work-related injuries, or an illness of a family member is covered by FML. In these circumstances, sick leave must be used before unpaid FML is taken [L-2].

C-10. An employee may be eligible for FML after three (3) consecutive days of sick leave, unpaid or other absence [L-4] and may initiate a request for FML at any time prior to an absence which they suspect may qualify. However, the university may also initiate FML and will typically take steps to determine if an absence qualifies as FML when an employee has missed five (5) consecutive workdays or longer by providing the employee with an absence questionnaire and FML application. A failure to comply with a request to complete the absence questionnaire and/or the FML application (if applicable) may result in absence without pay and/or disciplinary action, up to and including dismissal from employment as provided in relevant university policies [FSH 3910, 3920 and 3930]**.**

C-11. Employees transferring without a break in service from a qualified Idaho state agency or from the university to another state agency will be credited with their accrued sick leave by the receiving agency. All unused sick leave is forfeited when an employee is separated from state service. No compensation is made for such unused leave, except as provided in C-12 in the case of employees who are retiring from the university. If an employee returns to state service or to the university within three (3) years after separation, sick leave forfeited at the time of separation will be reinstated.

C-12. Employees who retire and then return to work at the university may not be entitled to reinstatement of sick leave balances. In this instance, only the ***unused*** portion of sick leave that was converted at the time of retirement [C-13 and FSH 3730 C] to pay for retiree health benefits may be reinstated for employees who separate for retirement purposes and later return to work at the university.

C-13. An employee who retires under the eligibility conditions for retirement or disability retirement as stated in FSH 3730 may apply a pre-determined amount of unused sick leave accrued since July 1, 1976, as payment for continued coverage under the university retiree health program. [FSH 3730, APM 55.39] *[ed. 7-10]*

D. HOLIDAYS.

D-1. The university is closed at least eleven (11) holidays each fiscal year. [3460 F-2]

D-2. Board-appointed employees [FSH 3080] and temporary help employees participating in PERSI [FSH 3090] are eligible to receive holiday pay. *[ed. 2-08]*

D-3. Benefit-eligible employees [A-6.a.] who are employed full time (87.5 percent or greater) receive holiday pay based on eight (8) hours for each holiday. An employee who works a compressed work schedule to include more than eight (8) hours each day, such as four (4) ten-hour workdays in one week, will still receive only eight (8) hours of holiday pay. With supervisor approval, the employee may make up the difference between their regular hours of work and the holiday pay for that day (two [2] hours in this example) through a flexible work schedule within the same work week [FSH 3460], or may use accrued compensatory time or annual leave, or take the time as unpaid.

D-4. Benefit-eligible employees [A-6.a.] who are employed at least half time but less than full-time, are entitled to receive holiday pay, pro-rated based on the average number of hours scheduled each week. The number of hours scheduled on a routine basis (not the hours worked in the week in which the holiday falls) is divided by five (5) days. For example:

20 hours per week / 5 = 4 hours of holiday pay
25 hours per week / 5 = 5 hours of holiday pay
30 hours per week / 5 = 6 hours of holiday pay

D-5. The university embraces diversity and recognizes that our workforce is derived from many diverse cultures to include many different religious preferences. An individual may be absent from work to observe a religious holiday consistent with his or her own religious beliefs and practices when the day is not consistent with the university's official holidays, provided advance notice is given. Pay for these absences are as follows:

a. Benefit-eligible employees may use their accrued compensatory time or annual leave to receive pay for an observed religious holiday that is not an official university holiday.

b. Employees who are not benefit-eligible, or who do not have compensatory or annual leave available, may observe the holiday without pay; or, with advance supervisory approval, employees may make up the hours in the same work week [FSH 3460].

D-6. Benefit-eligible employees are entitled to holiday pay while they are on other approved paid leave, or during any portion of paid or unpaid family medical leave.

E. PARENTING LEAVE. *[add. 7-15]*

E-1. Employees ~~who meet FMLA eligibility requirements (see FSH 3710 M-3)~~ are entitled to ~~16~~ 12 weeks of job protected leave with continuation of group health insurance coverage within 12 months of the birth, adoption, or foster placement of a son or daughter. ~~All Parenting Leave allowed under this Section E is considered Family Medical Leave.~~

Son or daughter means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and ~~"~~incapable~~"~~ of self-care because of a mental or ~~"~~physical disability~~" at the time of the FMLA leave request.~~

E-2. If both parents are employees of the university each is entitled to take the same amount of parenting leave as allowed for a single employee. Only one employee is entitled to parenting leave if both parents, as employees, have not met FMLA eligibility requirements as stated in M-3.

E-3. Employees can choose to use a combination of accrued paid leave or unpaid leave. However, ~~E~~employees must first use accrued sick leave (see FSH 3710 M-2) and any accrued annual leave or compensatory time they have in excess of 80 hours before going on leave without pay. ~~The remainder of the job protected leave will be unpaid, unless the employee chooses to use a combination of accrued annual leave, or compensatory time.~~

E-~~4~~5. ~~Employees are encouraged to familiarize themselves with FMLA guidelines before requesting or granting Parenting Leave. "Fact Sheets" that explain FMLA (numbers 28 through 28M) may be found on the United States Department of Labor Wage and Hour Division website.~~ The Parenting Leave described in this section E. is intended to encompass the University's obligation to provide Family Medical Leave under the federal Family Medical Leave Act ~~for the birth or placement of a son or daughter for foster care or adoption as described in sub-sections M-1.a and M-1.b of this policy.~~ . Parenting Leave under this Section E. may exceed the requirements and benefits for the Family Medical Leave described under sub-sections M-1.a and M-1.b of this policy, but Parenting Leave must, at a minimum, comply with the requirements of the Family Medical Leave Act as set out in Section M of this policy.

E-~~6~~5. Leave may not be used for both foster care and adoption consecutively if foster placement leads to that adoption of the son or daughter.

Commented [TA8]: FAC – Unnecessary, see E-4.

Commented [TA9]: FAC: Unnecessary see E-4 below and necessary to remove for the new "C-7 f" to work, per FMLA eligibility rule.

Commented [TA10]: FAC: Unnecessary see E-4 below.

Commented [TA11]: Ensure only one employee is eligible upon hire.

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Commented [TA12]: Added to seek a compromise to address Administration's concern about employee's accumulating leave and UI managing unfunded risks such as leave payout.

Commented [TA13]: FAC: Unnecessary, first sentence states employee can choose to use a combination of leave.

Commented [TA14]: FAC feels this is unnecessary to state in the FSH and is not done for other federal regulations.

Commented [TA15]: FAC unnecessary, stated in next sentence.

E-~~7~~6. Alternate or reduced work schedules are addressed in FSH 3710 M-13 b.

E-~~8~~7. See FSH 3710 R-1 for exceptions to University leave policies.

F. MILITARY LEAVE. *[ren. 7-15]*

F-1. Faculty and staff, regardless of whether or not they hold a fiscal-year or academic-year appointment are eligible for leave of up to fifteen (15) working days in a twelve (12) month period for active duty or military training. Leave for State of Idaho military duty or training is limited to fifteen (15) days within a calendar year. Employees who are in board-appointed positions [FSH 3080] are eligible for paid military leave. When called to active duty or training, the university will pay the difference between military pay received from the U.S. or State government, but cannot duplicate pay. This is accomplished by full pay during an approved military leave. The employee must provide documentation of military pay received during leave, within ninety (90) days of return from leave or upon earlier job separation. The employee is required to repay to the university any amount which exceeds their regular base pay for the same period. Unpaid military leave may be requested if the employee knows their military pay will exceed their university pay. Annual and sick leave credit towards length of service for retirement plan, and other vesting will continue to accrue during the fifteen (15) working days of military leave and eligibility for employee health benefits will continue whether military leave is requested with or without pay. An employee at their own option may instead request annual leave on the same basis as any other vacation or other time off and if approved, may use annual leave and retain full military pay. [APM 55.09 and 55.38] *[ed. 7-10]*

F-2. Any employee who is called to active duty and/or is required to serve more than fifteen (15) working days is eligible for up to five (5) years of military leave. Eligibility for employee health coverage will continue at a minimum through the first thirty (30) calendar days of service while on an approved military leave. The employee will be required to pay the employee share of the health care costs, as well as the costs for his/her dependents.

F-3. An employee may use annual leave and/or accrued compensatory time for military service and continue to receive pay and benefits before commencement of military leave.

F-4. Military leave beyond the first fifteen (15) working days is generally granted without pay and benefits. Health care coverage will end for the individual who is called to active duty after the first thirty (30) days of service. However, coverage for his/her dependents may continue for up to an additional six (6) months, provided that the employee has made arrangements with Benefit Services to pay the full cost of coverage, on at least a monthly basis. In this instance, any other coverage provided by U.S. military programs will be primary.

F-5. When on military leave or when his/her dependents are not eligible for coverage elsewhere, the employee or his/her dependents, individually or as a family, may be eligible to continue health care coverage through COBRA.

F-6. An employee may elect to continue group life insurance benefits in effect for the employee or his/her dependents on the date the employee is called to active duty for a maximum period of thirty (30) days. However, the employee must self-pay the full cost, based on rates and eligibility rules afforded to others who are actively at work. Benefits from these programs generally exclude losses resulting from participation in a military organization or from an act of war. An employee may also have the right to life insurance portability or conversion to an individual life insurance policy following termination of benefits in the group plan.

F-7. Upon reinstatement, the employee's health plan will resume as if their employment had not been interrupted.

F-8. In accordance with state and federal law, an employee upon return will be reinstated to his/her former position or a comparable position without loss of seniority, status or pay rate provided the employee returns with an honorable discharge and within five (5) years from departure date from the university.

a. In some situations, re-employment may not be possible, such as when there has been a significant change in circumstances, if re-employment would impose an undue hardship on the university or department, or if the person's employment was temporary in nature, such as positions that are grant-funded for a specific duration and/or temporary help (TH) positions.

1. If the returning employee's skills need upgrading to meet the requirements for a prior or promoted position, the university will make reasonable efforts to refresh or update these skills unless such efforts would create undue hardship for the university.

2. When an employee with a service-related disability is not qualified to perform the essential functions of his/her job after the university has made reasonable efforts to accommodate the disability, the employee may be placed in another position of comparable pay, rank, and seniority.

b. Employees returning from military leave must provide the university with written timely notification of intent to return to their position. The university may require documentation that the person's application for reemployment is timely and that the person's discharge from uniformed services was under honorable conditions. University procedures will follow the applicable state and federal law, including but not limited to the Uniformed Services Employment & Reemployment Rights Act (USERRA), 38 U.S.C. 4301-4333, enforced by Department of Labor's Veterans' Employment & Training Services (VETS) (www.dol.gov/vets.)

F-9. Retirement benefit contributions are suspended while the employee is on unpaid military leave. Upon reinstatement after military leave, reenrollment in the retirement plan will be immediate.

a. Credited state service continues during military leave as though no break in employment has occurred.

b. The employee may elect to make up any employee contributions missed during an approved military leave. Such contributions must be paid into the plan within a period not to exceed three (3) times the length of the military leave, up to a maximum of five (5) years.

c. The university will contribute the regularly scheduled match contributions for any employee make-up payments made in connection with an approved military leave.

d. For purposes of determining eligibility for retiree health coverage, military leave will not count as a break in service provided that re-employment occurs within the parameters of this policy. Further, an employee will receive university service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] during the fifteen (15) days of approved paid military leave; however, the employee will not receive service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] for any unpaid military leave.

F-10. The university will not discharge an employee without cause, as that term is defined by federal USERRA regulations, who is reinstated under the provisions of the USERRA and has served thirty-one (31) to one hundred and eighty (180) days without cause for six (6) months following reinstatement. If the length of military service was more than one hundred and eighty (180) days, but less than five (5) years, the employee will not be discharged without cause for one (1) year following reinstatement.

E-11. This policy is intended to comply with applicable state and federal laws, including the Uniformed Services Employment and Reemployment Rights Act (USERRA) of 1994. To the extent that any provision of this policy is ambiguous and/or contradicts the Act or any other law, the applicable law or Act will prevail.

G. LEAVE FOR COURT REQUIRED SERVICE AND VOTING. *[ren. 7-15]*

G-1. Any employee who is summoned for jury duty or subpoenaed as a witness before a court of competent jurisdiction or as a witness in a proceeding before any federal or state administrative agency will be granted leave. Benefit-eligible employees will be granted leave with pay, except as provided below in F-2. Travel expenses in connection with this duty are not subject to reimbursement by the university. [RGPP II.I.5.a.2; APM 55.09] *[ed. 7-10]*

G-2. An employee must request annual leave or personal leave without pay for the following:

a. appearing as a party in a non-job-related proceeding involving the employee;

b. appearing as an expert witness when the employee is compensated for such appearance; or

c. appearing as a plaintiff or complainant, or as counsel for a plaintiff or complainant, in a proceeding in which the Board of Regents or any of its institutions, agencies, school or office is a defendant or respondent. [RGPP II.I.5.a.]

G-3. Polling places are typically open extended hours and absentee voting is widely available. However, employees who are unable to vote outside of scheduled hours will be allowed time off to vote. If available, an employee may use accrued annual leave, compensatory time or, if approved in advance, may be able to make up time lost to vote within the same work week [FSH 3460] through a flexible work schedule. Otherwise, time off will be approved, but unpaid.

H. LEAVE FOR CAMPAIGNING FOR OR SERVING IN PUBLIC OFFICE. *[ren. 7-15]*

H-1. The president approves requests for leaves of absence for the purpose of campaigning for or serving in public office [RGPP II. I.5.c.]. See FSH 6230 E for provisions concerning leave for campaigning and serving in public office.

H-2. It is the Board of Regent's intent that state salary not be duplicated to an employee serving as a member of the Idaho Legislature. Any leave for serving as a member of the Idaho State Legislature will be unpaid when the Legislature is in session [RGPP II.I.5.c.2.]. Certain benefits may continue during the unpaid leave; however, the employee must pay the full cost of coverage.

I. ADMINISTRATIVE LEAVE. *[ren. 7-15]*

I-1. Administrative Leave is leave with pay and benefits. An employee will continue to receive pay and leave accruals in accordance with their regular rate and maintain eligibility for other benefit programs. (Terminal leave (J) and academic transitional leave (I) are not considered administrative leave.)

I-2. At the discretion of the president or his/her designee, an employee may be granted administrative leave when the state or the university will benefit as a result of such leave. [RGPP II.I.5.d; 3470 B] *[ed. 7-10]*

I-3. Examples of circumstances that may qualify an employee for administrative leave are volunteer fire fighters attending class off campus, official delegates to the annual general convention of Idaho Public Employees' Association, and members of state or local committees, such as the Human Rights Commission, attending official meetings.

I-4. With the approval of the president or designee, an administrator may also use administrative leave to remove an employee from the workplace (for example during an investigation or to mediate an employee relations issue), if approved in advance by Human Resources. The President's Office or Provost's Office, as appropriate must be notified.

I-5. In all cases involving administrative leave with a duration that is more than one bi-week, an electronic personnel action form (EPAF) must be processed. When leave is less than one full bi-week, hours attributed to administrative leave shall be coded as "ADL" on the time/leave record and in the payroll system.

I-6. In the absence of a written agreement to the contrary, an employee on administrative leave must be available for recall to work during regular university business hours in the event that the employee's services are required or he/she is otherwise requested to return to work.

I-7. Under certain circumstances, the university may require the use of accrued annual leave and/or compensatory time.

J. ACADEMIC TRANSITIONAL LEAVE. *[ren. 7-15]*

J-1. Academic transitional leave may apply when an academic administrator steps down from his/her administrative appointment and assumes a faculty appointment. The purpose of academic transitional leave is to prepare the employee for a new faculty appointment. Transition leave is not available in the event of transition from academic faculty to an administrative appointment. Academic transitional leave is granted at the discretion of the university, must be approved by the provost, and approved by the president or designee.

J-2. There is no accrual of annual leave during the period of academic transitional leave. All other benefits and leave accruals are provided on the same basis as afforded to similarly situated employees in a faculty job classification. Annual leave balances should be exhausted prior to a new academic faculty appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by the AVP for Human Resources or designee.

K. TERMINAL LEAVE. *[ren. 7-15]*

K-1. Terminal leave is paid leave received by a terminating employee in lieu of wages at the employer's discretion. An example of terminal leave is leave paid to an employee who is not completing the term of his/her contract at the request of the employer. Sick and annual leave is not accrued during the terminal leave period. Time toward length of service for retirement vesting and eligibility for university retiree health benefits [FSH 3730] will continue. The duration of terminal leave is determined at the discretion of the university.

K-2. During terminal leave, health benefits continue for an employee and his/her covered family members on the same basis as employees of the same classification who are actively at work. The employee's share of all health care contributions, including employee and dependent medical/dental, supplemental life, and/or any other costs of coverage, will be withheld from the employee's pay. Upon separation from employment, the employee and/or his/her covered family members, as a family or individually, may have rights to medical/dental coverage through COBRA.

K-3. The university may require the use of accrued annual leave and/or compensatory time during the terminal leave period or may pay out some or all accrued, but unused balances at the time of termination.

L. SHARED LEAVE. *[ren. 7-15]*

L-1. University employees who earn annual leave may donate annual leave hours to shared leave. Shared leave may be donated to a shared leave pool or to the benefit of a specific eligible recipient. See FSH 3710 L-5 below and APM 55.07 C-3 for conversion of donated leave to shared leave. *[ed. 7-10, rev. 7-15]*

L-2. Eligibility. Benefit eligible employees, including academic year faculty who do not accrue annual leave, are eligible to receive shared leave. *[rev. 7-15]*

a. Qualifying Events. If any benefit-eligible employee [A-6. a.] who has a health condition [L-2.a.1] or whose immediate family member [A-3] has such a condition and the employee is required to take time away from work, and has exhausted all leave, the employee may apply for shared leave when time away from work is a qualified absence as described below (L-2.a.1) but will not be compensated by paid leave or wage replacement programs such as disability and workers' compensation benefits.

1. The health condition of the affected individual must be certified by a competent health care provider to be considered as acceptable evidence by the university, and qualify as a serious health condition as defined by family medical leave [M] to include a need resulting from human organ or bone marrow donation. This provision applies only to the acceptable medical conditions of family medical leave. An employee need not meet the service and other requirements of family medical leave to be considered as an absence eligible for shared leave.

2. An applicant for shared leave who has used his or her own annual leave for purposes other than attending to a medical condition that is known to create potential for an extraordinary need for leave typically is not eligible for leave from the shared leave pool. Under extraordinary circumstances, such an applicant may request an exception to receive shared leave from directed donations. *[ren. 7-15]*

3. Shared leave that is donated from the shared leave pool is intended for use by employees who intend to return to work. An applicant who wishes to receive shared leave and otherwise meets the criteria of the program and does not intend to return to work may apply for shared leave; however, shared leave in this instance is available only from donations directed specifically to that one recipient. *[ren. 7-15]*

b. Prerequisites. An employee must have used all other available leave such as sick leave, annual leave, and compensatory time to qualify as a recipient of shared leave.

c. Disability Income. To be eligible for shared leave for the employee's own medical condition, employees must first apply for wage replacement benefits that may be available through workers' compensation or disability coverage. Once such benefits begin eligibility for shared leave benefits end. However, an otherwise eligible employee may use shared leave while satisfying the waiting period or after exceeding maximum disability periods for income replacement programs.

L-3. Donating Shared Leave.

a. Employees who have an accrued annual leave balance may donate to shared leave regardless of their funding salary source. Donations may be made to the shared leave pool and accessed by any eligible recipient or donated directly to a specific shared leave recipient. *[rev. 7-15]*

b. Shared leave donations are restricted to direct donation when the donor's annual leave balance is less than forty (40) hours from the maximum leave accumulation limit. In this instance only, the amount of leave actually used by the recipient will be deducted from the donor's account before any balance is taken from the shared leave pool. Donated leave not used by the recipient will be returned to the donor's account or forfeited if the maximum accrual has been reached. Donors can choose to designate any unused direct donations to be added to the general shared leave pool.*[ed. 7-11]*

c. Leave donations made for a specific individual will be drawn from donors' accounts based on a first-received basis. The first donation request received by Benefit Services will be processed before a second donation from other recipients or before hours are withdrawn from the shared leave pool. Donations will be drawn from the donor's annual leave account as the time is transferred and used by the recipient. No leave donation in excess of the recipient's shared leave needs will be taken, unless contributions to the shared leave pool also have been authorized, except as noted above in section b., when donations to the shared pool are restricted.

d. Leave donations may be made in any amount of not less than ½-hour (.50) increments.

e. Shared leave donations may not cause the donor's annual leave balance to fall below forty (40) hours at the time the donation is processed, unless the donor is terminating active employment from the University. Donors should be aware that any shared leave not used by the intended recipient will be returned to the Shared Leave Pool, not returned to the donor(s). *[rev. 7-15]*

L-4. Shared Leave Benefits.

a. Maximum Benefit. The maximum shared leave benefit is limited to four (4) working weeks of leave within a rolling twelve (12) month period. Shared leave hours that are granted will be reflective of the employee's regular percentage of appointment.

b. Shared leave requests are reviewed and granted by the Director of Benefit Services or designee in accordance with this policy. Applicants awarded shared leave will be notified in writing; if the request is denied, the reason(s) for denial shall also be stated in writing. The requestor may appeal a denied request for shared leave. Appeals must be made in writing to the AVP for Human Resources within thirty (30) days from the date of denial and must reference the applicable sections of policy and reasons why there is disagreement. The AVP for Human Resources will respond to appeals within thirty (30) days.

L-5. Funding and Conversion.

a. Donation Conversion. Hours of donated shared leave are multiplied by the hourly rate of the donor; that amount is recorded as a deposit to the shared leave pool or the directed recipient's account and subtracted as hours from the donor's annual leave balance.

b. Recipients Conversion. The recipient's hours of shared leave need is multiplied by the recipient's hourly rate and subtracted from the shared leave pool.

Sick leave is a liability that is funded only through base salary. Funding for a full year of base salary is provided for most positions. If an employee is absent without pay the department typically has received funding for the duration of the employee's full appointment and would achieve salary savings as a result. The only exceptions would apply to those working from certain special funding sources or who hire a temporary replacement during the period of unpaid leave. Consequently, the department of the employee who will receive shared leave is responsible for funding the pay its employee will receive during leave from shared leave donations.

c. Donors may donate annual leave regardless of their salary-funding source. The department or sponsored research project gains the hours the employee would have taken for annual leave when their employee makes a donation.

M. FAMILY MEDICAL LEAVE. *[ren. 7-15]*

M-1. Family medical leave may be requested by an eligible employee for the following reasons:

a. the birth of a son or daughter of the employee and/or in order to care for such son or daughter; *[rev. 7-15]*

b. the placement of a son or daughter with the employee for adoption or foster care; *[rev. 7-15]*

c. to care for an immediate family member as defined in [A-3] of this policy with a serious health condition as defined in [M-5] of this policy;

d. because of the employee's own serious health condition [M-5]; or

e. to serve as a human organ or bone marrow donor.

The entitlement to leave under subparagraphs (a) and (b) of this section M-1 for a birth or placement of a son or daughter is encompassed in the Parenting Leave described in Section E, of this policy. ~~All leave taken under Section E. Parenting Leave shall be considered Family Medical Leave.~~ *[add. 7-15]*

Commented [TA16]: FAC: unnecessary, previous sentence is sufficient and language in E-4 covers this statement.

M-2. Family medical leave and/or servicemember family medical leave is leave without pay. However, when the absence also qualifies for the use of sick leave, if available, sick leave must be used first in conjunction with family medical leave before any period of unpaid absence. Once sick leave has been exhausted or when the type of absence does not qualify for the use of sick leave, the entire absence or remainder of the approved family medical leave will be unpaid. However, if an employee has more than 80 hours of accumulated annual leave or compensatory time, they must use these hours first before going on leave without pay. ~~, unless the E~~Eemployees may ~~chooses~~ choose to use any combination of compensatory time or~~,~~ annual leave~~, or shared leave (if eligible; L).~~ before going on leave without pay to reduce their total balance to 80 hours. *[rev. 2-08]*

Commented [TA17]: Added to address Administration's concern about employee's accumulating leave and UI managing unfunded risks such as leave payout.

M-3. Eligibility. If the employee has been employed by the university for a minimum of twelve (12) months and has worked at least 1250 hours during the previous twelve (12) month period prior to the requested leave, the employee is eligible for family medical leave. This eligibility requirement does not apply to Parenting Leave (see section C 7-f. of this policy) for a primary caregiver. However, if both parents are employees, only one employee is eligible to take advantage of being the primary caregiver. Any probationary period, for staff, is suspended until such time that the employee returns to work, see FSH 3360. *[rev. 7-15]*

Commented [TA18]: Reinserted prior language/current policy to address Provost' request to focus on parenting leave at this time and address expanding eligibility to all cases of FMLA upon hire at a later time.

Commented [TA19]: Ensure only one employee is eligible upon hire for parenting.

Commented [TA20]: Ensure eligibility upon hire for primary caregiver; address concern about someone trying to get past their probationary period.

Cabinet has already allowed the extension of parenting leave to both parents if both were employees, 12 weeks each.

M-4. Length of Leave. A maximum of up to twelve (12) weeks or a total of 480 hours of family medical leave may be granted to eligible full-time employees during a rolling twelve (12) month period. Eligible part-time employees may be granted up to twelve (12) working weeks of leave or a total number of hours consistent with their regular work schedule within a twelve (12) week period. (i.e. 20 hours per week x 12 weeks = 240 hours). The period is measured from the date the employee last used/exhausted family medical leave or became employed by the university to the date leave is to begin. Family medical leave may be taken on a continuous, intermittent, or reduced-hour basis. *[rev. 7-15]*

M-5. Definitions. *[rev. 7-15]*

a. "Serious health condition" is defined as an illness, injury, impairment or physical or mental condition that involves any period of incapacity or treatment connected with in-patient care (i.e. overnight stay) in a hospital, hospice, or residential medical-care facility, and any period of incapacity or subsequent treatment in connection with such in-patient care; continuing treatment by a health care provider, which includes any period of incapacity (i.e. inability to work, attend school, or perform other regular daily activities) due to a health condition (including treatment for or recovery from) lasting more than three (3) consecutive days; and any subsequent treatment or period of incapacity relating to the same condition, that also includes:

1. treatment two (2) or more times by or under the supervision of a health care provider; or one treatment by a health care provider with a continuing regimen of treatment; or
2. pregnancy or prenatal care. A visit to the health care provider is not necessary for each absence; or
3. chronic serious health condition, which continues over an extended period of time, requires periodic visits to a health care provider, and may involve occasional episodes of incapacity (e.g. asthma, diabetes). A visit to a health care provider is not necessary for each absence; or
4. permanent or long-term condition for which treatment may not be effective (e.g. Alzheimer's, a severe stroke, terminal cancer). Only supervision by a health care provider is required, rather than active treatment; or
5. absences to receive multiple treatments for restorative surgery or for a condition which would likely result in a period of incapacity of more than three days if not treated (e.g. chemotherapy or radiation treatments for cancer).

M-6. Health benefits continue during family medical leave on the same basis as for any similarly situated employee who is actively at work, regardless of whether the employee is using other forms of accrued leave or taking leave unpaid. The employee's share of cost for health coverage is the amount that is typically payroll-deducted for the employee's own coverage and/or coverage for his/her dependents. The employee is responsible for payment of these amounts during leave. Payroll deductions will be continued for any portion of the leave that is paid. During any portion of leave when no pay is received, the employee must make arrangements to self-pay these amounts. Retirement plan contributions, accruals for sick and annual leave and credit toward vesting are suspended during unpaid portions of family medical leave.

M-7. All qualified absences, including those due to a work-related injury, will be considered as family medical leave.

M-8. If there are reasonable circumstances to support that an employee's absence qualifies as family medical leave, the university has the right to classify such absence as family medical leave.

M-9. When the need for family medical leave is foreseeable, an employee must request an application for family medical leave at least thirty (30) days in advance of the need for leave. Application assistance is available from Benefit Services. When events are not foreseeable, employees must provide as much notice as is possible. Application for family medical leave after a return from absence is not recommended; rights to preserved employment and benefits may be adversely affected. In any event, absent extraordinary circumstances, an employee may not claim an absence as a qualified family medical leave event unless done so within the first two (2) days of return from an absence.

M-10. When leave is taken for personal illness or to care for an immediate family member with a serious health condition, leave may be continuous or intermittent and may include a reduction in hours worked. For intermittent leave, the employee must provide certification from the health care provider caring for the employee and/or family member stating the leave must be taken intermittently. Employees needing intermittent leave must attempt to schedule their leave so as not to disrupt university operations. The university reserves the right to assign an employee to an alternative position with equivalent pay and benefits that better accommodates the employee's intermittent or reduced leave schedule.

M-11. Employees on family medical leave are required to provide documentation to Benefit Services as requested, including intent to return to work. During leave, the university may require an employee to re-certify the medical condition that caused him/her to take leave. A return-to- work release from the health care provider is required before an employee absent due to his or her r own serious health condition may return to work.

M-12. Family medical leave requests for medical treatment or care giving requires certification from the health care provider documenting medical necessity.

M-13. Family medical leave requests for parenting must be approved in advance and completed within twelve (12) months of the birth, adoption, or foster care placement of a child.

a. Shared leave (if granted) may be used for the disability period related to childbirth. *[rev. 7-15]*

b. Intermittent leave or reduced work schedule requests for parenting may not be granted, or may be cancelled by the university with thirty (30) days written notice, based on business needs of the university.

M-14. Family medical leave taken by two (2) university employees to care for a family member who has a serious health condition consists of a maximum twelve (12) weeks of leave for each employee. Family medical leave for parenting is addressed in FSH 3710 E. *[rev. 7-15]*

M-15. If the university obtains information from a credible source, such as the workers' compensation authority, disability carrier, or a medical practitioner, that alters, changes, casts doubt, or fails to support continued leave or the leave application, the university has the right to:

a. revoke leave;

b. not grant leave;

c. require new evidence to support the leave request;

d. require the employee to return to work if the leave is not substantiated; and/or

e. when appropriate under applicable employee discipline policies [FSH 3910, 3920, and 3930], take disciplinary action, up to and including dismissal.

M-16. Upon return from family medical leave, employees will be assigned to their same or similar position with equivalent pay and status with or without reasonable accommodation, as appropriate, in accordance with the Americans with Disabilities Act. Job reassignment must be coordinated with Employment Services and approved by the AVP for Human Resources or designee. The university has no obligation to restore employment to temporary hourly (TH) or other employees if the employment term or project is over and the university would not otherwise have continued employment.

M-17. Family medical leave is not intended for individuals who do not plan to return to work. An employee who applies for and is granted family medical leave and fails to return to work for at least thirty (30) days upon the expiration of their family medical leave period may be obligated to repay the costs of health coverage provided by the university during any portion of family medical leave. If the university is notified that the employee does not intend to return to work, the family medical leave period will terminate immediately and the employee will be separated from employment on that date. Medical, dental and under some circumstances Health Care Spending Accounts may be continued through the Consolidated Omnibus Budget Reconciliation Act (COBRA). Options for life insurance portability or conversion may also be available. Job separation under these circumstances will result in a lump sum payment of annual leave and/or compensatory balances. In addition, the employee will no longer have a right to restoration to the same or equivalent position. The employee is responsible for contacting Employment Services to arrange for an exit interview.

N. SERVICEMEMBER FAMILY AND MEDICAL LEAVE. The federal Family and Medical Leave Act (FMLA) now entitles eligible employees to take leave for covered family member's service in the Armed Forces (Servicemember Family and Medical Leave) in two instances. This section of the policy supplements the above family medical leave policy and provides general notice of employee rights to such leave. Except as stated below, an employee's rights and obligations to servicemember family and medical leave are governed by the general family medical leave policy. *[add. 2-08, ren. 7-15]*

N-1. Definitions: The following definitions are applicable to this section of the policy.

a. "Eligible employee" is a spouse, son, daughter, parent, or for purposes of caring for a family member, the next of kin of a covered family member.
b. "Next of kin" is the nearest blood relative of a family member who is in the Armed Forces.
c. "Covered family member" means any family member who is a member of the Armed Forces, including a member of the National Guard or Reserves, regardless of where stationed and regardless of combative activities.

N-2. Leave Entitlement: Eligible employees are entitled to take servicemember family and medical leave for any one, or for a combination of the following reasons:

a. Any "qualifying exigency" (as defined by the Secretary of Labor) arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a "contingency operation," and/or
b. To care for a covered family member who has incurred an injury or illness in the line of duty while on active duty in the Armed Forces, provided that such injury or illness may render the covered family member medically unfit to perform duties of the family member's office, grade, rank or rating.

N-3. Duration of servicemember family and medical leave:

a. When leave is due to a qualifying exigency: an eligible employee may take up to 12 work weeks of leave during any 12-month period.
b. When leave is to care for a covered family member: an eligible employee may take up to 26 workweeks of leave during a single 12-month period to care for the covered family member. Leave to care for a covered family member, when combined with other qualifying family medical leave may not exceed 26 weeks in a single 12-month period.
c. Concurrent leave: servicemember family and medical leave runs concurrent with other leave entitlements provided under federal, state and local law.

O. PERSONAL LEAVE. *[ren. 2-08, 7-15]*

O-1. Any employee not covered by another university leave type within this policy may request a personal leave of absence.

O-2. Personal leave is leave without pay and without benefits. However, the supervisor may require the use of sick, annual or any other type of accrued leave if the absence qualifies and leave is available. Personal leave may be taken with pay and benefits when other paid leave such as annual leave is taken concurrently. In rare circumstances, leave may be approved without pay, with continued benefits, but only when approved as an exception and only when doing so meets the business needs of the university. Hiring units are responsible for funding the benefits under these circumstances. [APM 55.38] *[ed. 7-10]*

O-3. Reasons for requesting a personal leave may include, but are not limited to, religious, personal, and educational matters or for extension of any leave when all other leaves have been exhausted.

O-4. All requests for personal leave must be made to the supervisor in writing. A leave of three (3) working days or less can be approved by the supervisor and are recorded by the timekeeper on the employee's time record as LWB. The president or his/her designee (i.e., provost) must approve a personal leave which exceeds three (3) working days. Personal leave is not guaranteed and is granted on a case-by-case basis, with the approval of the supervisor and the unit administrator, based on the business needs of the university.

O-5. The president or designee (i.e. provost) may grant personal leave without pay with or without benefits for a period of up to one (1) calendar year, with extensions not to exceed a total of three (3) successive calendar years [RGPP II.I.5.c.1]. Consideration is given to such requests on an individual basis in the light of the reason for which it is requested, whether it is leave with or without paid benefits and the effect that granting it will have on the employee's unit or program.

O-6. When a personal leave of absence is granted, the university assures reinstatement of the individual to a position of similar status and pay, but only to the extent that such position continues to exist and would have continued to exist had no leave been taken. Return to work in the same job within the same department is not promised.

O-7. During personal leave without pay an employee is not eligible for holiday pay, the accrual of sick or annual leave, or the use of medical appointment leave, and may not be granted any other type of leave of absence such as family medical or military leave until the employee has first returned to work under active status and otherwise qualifies for such leave.

O-8. An employee who has received approval from the president or his/her designee for a personal leave without pay without paid benefits ***may*** continue to contribute toward and receive the benefits of the institution's insurance and retirement programs, if the laws, rules, regulations, policies and procedures governing the administration of such insurance and retirement programs permit. [RGPP II.I.5.c.3]. Employees should consult Benefits Services for more detailed information on how personal leave without pay will impact their benefits and their rights to continue coverage through COBRA and life insurance conversion or portability. [APM 55.09 and 55.38] *[ed. 7-10]*

O-9. Employees who are granted a personal leave of absence without pay are responsible for making arrangements with Benefit Services, before the leave begins, for the continuation or discontinuation of benefits. Also, they should call Benefit Services on their return to active status to make sure that any benefits that had been discontinued are reinstated or to adjust for changes that occurred while they were on leave. [APM 55.38] *[ed. 7-10]*

O-10. Personal leave is not intended as a vehicle to continue benefits for periods when employees are not working due to academic or seasonal work schedules or for a reduction in hours.

P. EXTENDED FAMILY MEDICAL LEAVE. *[ren. 2-08, 7-15]*

P-1. Extended family medical leave (EFML) extends job protection and health benefits beyond the expiration of family medical leave. EFML is intended for the following:

a. Individuals who plan to return to work and have a prognosis to support return to work with assumption of full duties and responsibilities of their position, with or without reasonable accommodation, within a total absence period of no more than twelve (12) consecutive months; or

b. Individuals who do not have an acceptable prognosis to return to work, but whose absence qualifies for the use of sick leave and who have an unused sick leave balance upon the expiration of family medical leave.

P-2. EFML and other options for an employee's return to work following an approved family medical leave must be coordinated through Benefit Services, approved by the supervisor, and are granted at the discretion of the university, but are not guaranteed. EFML may not exceed nine (9) consecutive months. *[ed. 2-08]*

P-3. Acceptable medical certification and/or other documentation to support a prognosis for return to work must accompany all requests for EFML. If acceptable medical certification and/or other documentation are not provided, notice of contemplated job action to separate the employee from employment at the expiration of family medical leave may be served upon the employee if all sick leave has been exhausted.

P-4. If there is not a prognosis to return to work as defined above [O-1], notice of contemplated action for job separation will be issued. However, if the employee has a remaining sick leave balance and his/her condition qualifies for the use of sick leave, employment and EFML leave will be extended through the earlier of: *[ed. 2-08]*

a. the date in which all sick leave will be exhausted; or
b. expiration of six (6) months of accumulated leave, measured from the date in which leave was first granted for the same condition.

All sick leave is forfeited upon separation from employment, except as provided in O-6, or as provided in (Idaho State Code 53-4001) rights to reinstate sick leave upon return to work for any State of Idaho agency. *[ed. 2-08]*

P-5. Sick and all other available paid leave must be used concurrently with and taken first before any period on unpaid leave during EFML. EFML is leave with benefits but without pay, unless accrued sick or annual leave or compensatory time is used.

P-6. An employee with a sick leave balance who separates from employment upon the expiration of EFML and qualifies as a disabled retiree, or as a retiree eligible for any tier of university retiree medical coverage that requires retiree cost sharing, may convert a predetermined amount of the unused sick leave to pay for the retiree's share of the cost for their own university medical coverage. [FSH 3730]

P-7. Health benefits will continue during an approved EFML in the same manner afforded to any employee of the same classification who is actively at work.

a. The employee must make arrangements to self-pay his/her share of employee and dependent benefit costs during any portion of EFML that is unpaid.

b. Sick leave, annual leave, holiday pay and credited service hours toward vesting of annual leave accruals and retirement are not continued during any portion of leave that is unpaid.

c. Short and/or long-term disability wage replacement payments and/or actively at work provisions for death and other benefits provisions within PERSI and similar contracts refers to an employee being actively at work (employed and not on leave) on the date in which the disability has first begun. An employee whose condition began before taking a leave of absence and who has qualified or met the conditions in accordance with provisions set by the carrier will continue to receive benefits and/or remain eligible for such benefits during Extended Family Medical Leave, and/or upon separation from employment if unable to return to work. [Refer to Disability and Retirement Plan Handbooks www.hr.uidaho.edu/benefits]

P-8. Employees who have been granted EFML are required to provide documentation to support progressive medical improvement. Medical certification and other documentation may include temporary restrictions of duties and/or periods of part-time work. However, restrictions of job duties and/or part-time work restrictions must be approved by Human Resources and the hiring authority, and must intend and attempt to phase an employee back to work to a level of full assumption of job duties, with or without reasonable accommodation.

P-9. During EFML, the university may require reasonable periodic re-certification and updates regarding the employee's medical condition, prognosis for improvement, and fitness for duty. A release to return-to-work from the health care provider is required before an employee may return to work. The university, at its own expense, may require medical pre-screening for return to work in a position that includes pre-employment medical pre-screening to ensure the safety and fitness for prescribed job duties before an employee is allowed to return to work with or without restriction of job duty.

P-10. When an employee's own medical condition or restriction is expected to be chronic, or when the condition fails to progressively improve, notice of contemplated action and job separation or accommodation of disability under ADA should be explored.

P-11. If at the expiration of the EFML period the employee is still unable to perform the essential duties of his/her position with or without reasonable accommodation, the university has the right to separate any employee from employment and/or to end EFML and begin job separation when the medical prognosis ceases to support a return to work within EFML limits. [FSH 3910, 3920 and 3930]

Q. LEAVE FOR PROFESSIONAL IMPROVEMENT. *[ren. 2-08, 7-15]*

Q-1. Leave for professional improvement is paid leave with benefits for the purpose of participating in professional development programs or experiences for an extended period of more than two (2) weeks to attain or enhance a skill set that will result in a mutual benefit to the both the university and the employee.

Q-2. Members of the faculty who hold the rank of instructor or above, exempt employees, and classified staff are encouraged to participate in programs of professional improvement. (Tenured faculty may also be eligible for sabbatical leave and should refer to FSH 3720.) Generally, on the recommendation of an applicant's administrative supervisor, and with the approval of the dean/director and the provost/vice president, professional improvement leave may be granted under the following conditions (individual departments may have additional requirements and restrictions):

a. To participate in this plan, the faculty or staff member must have completed four (4) years of service before the time the leave is to begin.

b. Generally, at least two (2) years of service must intervene between a sabbatical leave and a leave for professional improvement or at least five (5) years of service must intervene between a leave for professional improvement and a subsequent request for the same type of leave.

Q-3. The employee requests professional improvement leave with pay by submitting a letter of application to the supervisor at least three (3) months before the leave is to begin. The letter should address the professional development to be derived from the leave, what activities (i.e. research, writing, experience, etc.) will be involved to achieve the professional goals, the duration of the leave, the level of support requested, and the source of funds, if known.

Q-4. Persons granted leave under this policy are expected either to return to the active service of the university for at least one academic or other full work year after completion of the leave, or are required to repay the money received from the university for the period of professional improvement leave granted.

Q-5. The employee must submit a report to the supervisor, the dean/director, and the provost/president regarding his or her developmental experience upon return to active work status.

Q-6. The employee may request approval to use accrued annual leave and to have an equal amount of administrative leave with pay granted to permit his or her participation in a program of professional improvement.

R. EXCEPTIONS. *[ren. 2-08, 7-15]*

R-1. Exceptions to these policies may be considered to the extent that such an exception is not contrary to state and federal laws, the Board of Regent policies and procedures, and are considered in the best interest of the university. The respective unit administrator, the AVP for Human Resources or designee, and the president or designee as required, can grant exceptions. A request for exception must be submitted and approved by the supervisor and forwarded to the AVP for Human Resources for further consideration of all approvals.

Administration Proposed Edits 4-11-16

3710

LEAVE POLICIES FOR ALL EMPLOYEES

PREAMBLE: This section describes the various kinds of leaves that are available for all UI employees. (See section 3720 for Sabbatical Leaves limited to faculty members.) This section and the following one were original parts of the 1979 Handbook*. The most substantive changes since that time have been the addition (under Governor Andrus) and subsequent deletion (under Governor Batt) of service leave for children at school and changes to subsection L that reflect changes in federal regulations. In 2002 extensive changes were made to subsection K that reflected Regent policy and current practice. In 2008 extensive changes to this policy were approved following many years of committee work involving Faculty and Staff Affairs, General Counsel, and Human Resources and a new section M was added on servicemember family leave due to a federal law change. In July 2010 a section R was added to address the Fiscal Year 2010 Furlough and in July 2011section R was removed and a new policy, FSH 3450, was created to address employment actions such as temporary furloughs. Unless explicitly noted, the text is as of July 1996. Further information is available from Human Resources (208-885-3609).* [ed. 7-97, 7-05, rev. 7-98, 7-02, 2-08, 7-10, 7-11]

CONTENTS:

A. GENERAL.

A-1. The university (hereinafter referred to as university) strives to offer leave programs that are both comprehensive and flexible to meet employee needs. Leave with or without pay is extended to employees under a variety of circumstances described below. Exceptions may be granted in special circumstances [R; APM 55.09, 55.07, 55.38; FSH 3120, 3720 and 6230] *[ed. 2-08, 7-10]*

A-2. The term "leave" refers to an employee's absence from duty. Each leave type as contained in this policy discusses circumstances in which such an absence may be continued with pay when leave accruals are available or when leave is approved without pay. Certain types of leave may require or provide options to take one leave concurrent with another. For example, sick and annual leave may be taken or may be required to be taken concurrently with other types of leave. All leaves are subject to approval.

A-3. Unless otherwise noted, for purposes of this policy, "immediate family member" includes: your spouse, your child, parent, brother, sister, grandparent, and these same relationships of a spouse, by marriage, adoption, or foster arrangement. An immediate family member may also include an individual who has assumed a similar relationship to those above, other than the relationship of spouse*, and for whom the employee or the individual has had financial responsibility for the other. An immediate family member also may include any individual who is a qualified dependent under IRS regulations. The university reserves the right to request documentation establishing financial responsibility or qualifying status as an IRS dependent.

*Due to the 2006 "marriage amendment" to the Idaho Constitution the university, despite the wishes of the Faculty Senate, is unable to include domestic partnerships. *[ed. 1-10]*

A-4. Separation from employment or the term terminating employee refers to an employee's separation from all employment.

A-5. A break in State of Idaho service is defined as job termination that is separated by at least three (3) business days prior to re-employment with the university or any other State of Idaho employer.

A-6. Full and part-time employees are eligible for some or all leaves discussed in this policy.

a. Benefit-eligible employees are those who hold a board-appointed position [FSH 3080] and are employed at least half time or greater.

b. Individuals who are employed at least half time or greater as temporary help (TH) and who are expected to complete five (5) months or more of continuous university service and are eligible to participate in the Public Employers Retirement Plan for Idaho (PERSI) are eligible for limited benefits, including annual leave, sick leave and pay for holidays on which they do not work [FSH 3090].

A-7. Leave may not be taken in advance of accrual and may not be taken in excess of 80 hours in a pay period. *[rev. 7-15]*

A-8. Leave may not be taken on an employee's first day of employment. If an employee is unable to report for work on their specified first day of employment; employment will not begin until the first day that the employee reports for active duty.

A-9. All employees, including faculty and exempt employees, are responsible for recording all leave taken on bi-weekly time reports and complying with the terms of leave policies, including, but not limited to:

a. completing application for leave and providing medical evidence and other requested information;

b. abiding by any and all return-to-work restrictions; and

c. returning to work following expiration of approved leave.

Failure to uphold these responsibilities may result in absence without approved leave. Eligibility to preserve employment may be affected and/or the employee may be subject to disciplinary action, up to and including termination from employment as provided in appropriate university policies [FSH 3910, 3920 and 3930].

A-10. Employees who are exempt from overtime accrual or payments may be absent from work for approved periods of less than ½ work day without charge to sick or annual leave. Sick, annual or other paid time off must be charged in ½-day increments when ½ day of work or more is not performed, except when alternative work has been performed in conjunction with an approved flexible schedule.

Employees who are not exempt from earning overtime accrual or payments shall record all approved absences in 1/4-hour increments, except when time loss has been made up through an approved flexible schedule.

A-11. Absent written agreement to the contrary, an eligible employee typically earns credit toward retirement plan vesting (see your PERSI, IORP or federal retirement plan document for details) and earns annual and sick leave accruals during the portion of any leave that is paid, except that sick and annual leave do not accrue during terminal leave [J], or in some circumstances during administrative leave [H-5]. An employee typically will not be given such credit for any periods of unpaid leave.

A-12. No break in service will occur during any approved paid or unpaid leave for the purposes of determining eligibility for retiree health benefits.

A-13. Departmental administrators are responsible for approving and ensuring the reporting of leave, via Banner, taken by the employees in their respective units. For procedures regarding reporting and monitoring leave see APM 55.08. The Banner system and Human Resources records are the official university leave records. *[ed. 7-10]*

A-14. Human Resources is responsible for coordinating requests and reviewing compliance with all types of leave other than sick, annual and medical appointment leave discussed in this section. [APM 55.09] *[ed. 7-10]*

B. ANNUAL LEAVE.

B-1. Employees receive annual leave based on their classification of employment. [FSH 3080]

a. Classified Employees on full-time fiscal-year appointments accrue annual leave based on hours worked at the rate of approximately 3.7 hours bi-weekly for the first five full years of service, with a maximum accumulation of 192 hours; 4.6 hours bi-weekly up to 10 years of service, with a maximum accumulation of 240 hours; 5.5 hours bi-weekly up to 15 years of service with a maximum accumulation of 288 hours; and 6.5 hours bi-weekly for more than 15 years of service with a maximum accumulation of 336 hours. [RGPP II.E.3; FSH 3080; APM 55.08 and 55.09] *[ed. 7-10]*

b. Faculty on full-time fiscal-year appointments and exempt employees, including postdoctoral fellows, accrue annual leave at the rate of 7.4 hours bi-weekly and may accumulate a maximum of 240 hours. [RGPP II.F.3, FSH 3080, APM 55.09] *[ed. 7-10]*

c. Faculty who hold academic-year appointments do not accrue annual leave. Their periods of obligation and leave are governed primarily by the academic calendar, subject to stipulation by the employee's dean. [FSH 3120]

B-2. Annual leave for classified and exempt appointment of less than 100% full-time, but equal to or greater than half-time, is accrued based on hours worked and at a rate based on the employee's classification [B-1]. No annual leave is accrued for less than half-time service.

B-3. Temporary employees who are eligible for PERSI accrue annual leave beginning on the first day of employment in an eligible position at a rate of .0462 times hours worked within each bi-week, however leave is not earned until the benefit qualification period has been satisfied.

Annual leave for qualified temporary employees accrues, but is not earned until the employee has worked at least 20 hours per week and for a period of at least five (5) months (the benefit qualification period). Approval to use accrued, but unearned annual leave may be approved by the employee's supervisor under special circumstances. However, in the event that accrued annual leave is taken before it is earned and the employee also voluntarily separates or is terminated for cause before annual leave is earned, the value of unearned annual leave taken will be withheld from pay, other earning or payments or must otherwise be repaid to university.

Leave Accrual Example:
Annual leave accrues based only on hours worked.
62 hours worked times .0462 results in 2.90 hours of accrual and may accumulate to a maximum of 192 hours.

B-4. Annual leave accrual is temporarily suspended when the accumulation reaches the maximum allowance. Once the leave accumulation drops below the allowed maximum, accruals resume.

B-5. Employees eligible for overtime earn overtime based on only hours worked. There is no overtime accrual based on annual leave, sick leave, compensatory time, holidays or any other paid time off.

B-6. Annual leave continues to accrue while on any paid leave, except that annual leave does not accrue on hours of compensatory time used; during terminal leave [K]; during academic transitional leave [J] or for temporary employees who accrue annual leave based only on hours worked.

B-7. At the employee's option, accrued annual leave may be used during any approved leave that could otherwise be taken as sick leave. [RGPP II.I.2.b.]

B-8. Annual leave must be scheduled in advance and requested in writing by the employee. Annual leave may not be taken without the supervisor's written approval. Both the employee's vacation preference and business needs of the unit must be considered in establishing mutually agreed periods of leave [APM 55.09]. *[ed. 7-10]*

a. Supervisors are responsible for coordinating and approving requests for annual leave of all employees in their respective units.

b. An employee on approved annual leave, who becomes eligible to use sick leave through unforeseen events, may use sick leave in lieu of annual leave with approval from his/her supervisor. Documentation to support the use of sick leave may be required.

B-9. Leave balances are paid to employees upon separation (i.e. resignation, retirement layoff, non-renewal, termination) from all State of Idaho employment [IC 67-5334]. Leave balances are transferred from the university to other State of Idaho employers when the university employment ends and a new position is accepted with any State of Idaho employer when there is no break in state service [A-5]. However, the university reserves the right to require an employee to exhaust some or all annual leave prior to any job or employment separation.

Employees separating upon the expiration or termination of a grant will be required to use annual leave before the last day of employment.

In the event of an employee's death, payment is made to his or her estate.

The effective date of the employee's separation is the last day on which he or she reports to work for the university, unless the Assistant Vice President (AVP) for Human Resources or designee has approved a written request for alternative termination arrangements that are in the best interests of the university.

A termination extended through the use of accrued annual leave must be approved in advance, in writing, by the AVP for Human Resources or designee and unit administrator and shall be treated as terminal leave. [J and APM 50.20]

In the event that an academic administrator transitions from a position eligible for annual leave to a faculty position in which annual leave does not accrue, balances should be exhausted prior to the start of the new appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by the AVP for Human Resources, or designee.

B-10. Any individual, regardless of type of appointment, with an annual leave balance who transfers or who is reassigned to another unit within the university may be required to exhaust all existing annual leave prior to starting the new assignment.

B-11. Payment in lieu of annual leave taken for any reason other than separation from employment is granted only by exception or under other special circumstances within the business needs of the university.

B-12. Eligibility requirements for annual leave for temporary help (TH) can be found in FSH 3090.

C. SICK LEAVE.

C-1. Employees that work at least 40 hours in a bi-weekly pay period for at least five (5) consecutive months accrue sick leave. Accrual is approximately 3.7 hours bi-weekly for full-time service. [FSH 3090 C]

C-2. Sick leave accumulation for half-time but less than full-time service is accrued proportionately based on hours worked and earned at the rate of .0462 for each hour worked.

C-3. Sick-leave may be accumulated without limit.

C-4. Sick leave cannot be taken in advance of accrual. If, at the end of a bi-weekly pay cycle, absences exceed sick leave accumulation, the hours will be charged to compensatory time first, if available, and then to annual leave. If there is no leave accumulation, time will be unpaid. ~~If sick leave or other types of paid leave are available for an approved absence of any duration, time off must be taken using available paid leave and may not be taken as unpaid leave, unless such absence has been approved as a personal leave [N] without pay in accordance with the guidelines of this policy~~*[ed. 2-08]*

C-5. Sick leave continues to accrue while on any paid leave, except for hours of compensatory time used; during terminal leave; and/or during academic transitional leave [I].

C-6. Sick leave may not be used in lieu of annual leave, except when the conditions of B-8. b. above have been met.

C-7. Sick leave may be taken only as follows:

a. Illness of Employee. An employee's own illness ~~or,~~ injury, or ~~parenting~~ child birth by an employee ~~(see FSH 3710 E)~~ that prevents the employee from performing his or her assigned duties; or in the event of exposure to contagious disease if, in the opinion of responsible authority, the health of others would be jeopardized in the work place.

b. Illness of an Immediate Family Member. When the illness or injury of an immediately family member as defined in [A-3] of this policy requires the attendance of another, the employee may use his or her own available sick leave.

c. Death of an Immediate Family Member. In the event of a death of an immediate family member as defined in [A-3] of this policy; up to fifteen (15) days of sick leave may be used immediately following the event, but can be extended if there are special circumstances. The unit administrator and the AVP for Human Resources or designee may approve an extension of leave for up to a total of thirty (30) days of sick leave.

d. Death of a Family Member. Sick leave usage for the death of a family member other than a member of the immediate family as defined in [A-3] of this policy is limited to a maximum of five (5) days of sick leave immediately following the event.

e. Medical Appointments. Personal or family appointments for medical, dental, optical treatment or examination, or meeting with an Employee Assistance Program professional, including time for travel to and from such appointments. An employee is allowed up to two hours of time off per month for such appointments without charge to sick leave provided satisfactory arrangements have been made with the employee's supervisor. If the employee has absences totaling more than two hours in a month, such absences must be reported and charged to sick leave. There is no carryover balance from month~~-~~to~~-~~month.

f. Parenting/Adoption. All eligible employees are entitled to use sick leave for parenting/adoption ~~and follow the same leave use and benefits~~ as provided ~~indescribed under~~ E. Parenting Leave. ~~Provided an employee has been employed at least six months and has completed the probationary employment period,~~

Commented [TA(1]: FAC 11/18/15: Remove - creates confusion, see L-2 & N-2.

Commented [TA(2]: FAC: Returned to "childbirth" for clarification purposes to clarify that a birth mother can use sick leave.
Senate 3/1/16: Cleaned up language.

Commented [TA(3]: FAC inserted for clarification purposes allowing use of sick leave.

Commented [ED(4]: Suggest that we address eligibility for parenting leave and other considerations in the parental leave section E, since C-7 addresses the use of sick leave.

~~one parent~~~~Only one employee is eligible for parenting leave and this leave will satisfy immediately upon hire regardless of Family Medical Leave Act (FMLA) eligibility requirements if the employee is entitled to FMLA leave see E-2. The initial probationary period for staff is suspended until such time that the employee returns to work, see FSH 3360.~~

~~f~~g. **Organ Donation.** Full- and part-time benefit eligible employees may use up to five (5) days of sick leave for bone marrow donation and may use up to thirty (30) days of sick leave to serve as a human ~~donation~~ organ donor during an approved family medical [L] or personal leave [N]. *[ed. 2-08]*

Commented [TA5]: Intent is that when both parents are UI employees, only one is eligible.

Commented [TA6]: To ensure this does not affect Faculty's tenure probationary period which is 5 years, should not interfere with the tenure process already established in FSH 3520.

Commented [TA7]: Provost's comment about someone trying to get past their probationary period.

Commented [TA8]: Senate rev. 2/2/16

C-8. Attendance at work is a job requirement for all positions at the university. Excessive absenteeism can affect job performance. Supervisors have the right to set attendance standards and require medical evidence to support absences that exceed these standards. Absences that occur during an approved family medical leave [L] are exempt from these requirements.

C-9. The federal Family Medical Leave Act of 1993 (FMLA) was adopted as law to protect the best interest and job security of employees. The university may initiate family medical leave (FML) and will apply FML concurrently with sick leave when the employee's own illness, work-related injuries, or an illness of a family member is covered by FML. In these circumstances, sick leave must be used before unpaid FML is taken [L-2].

C-10. An employee may be eligible for FML after three (3) consecutive days of sick leave, unpaid or other absence [L-4] and may initiate a request for FML at any time prior to an absence which they suspect may qualify. However, the university may also initiate FML and will typically take steps to determine if an absence qualifies as FML when an employee has missed five (5) consecutive workdays or longer by providing the employee with an absence questionnaire and FML application. A failure to comply with a request to complete the absence questionnaire and/or the FML application (if applicable) may result in absence without pay and/or disciplinary action, up to and including dismissal from employment as provided in relevant university policies [FSH 3910, 3920 and 3930]**.**

C-11. Employees transferring without a break in service from a qualified Idaho state agency or from the university to another state agency will be credited with their accrued sick leave by the receiving agency. All unused sick leave is forfeited when an employee is separated from state service. No compensation is made for such unused leave, except as provided in C-12 in the case of employees who are retiring from the university. If an employee returns to state service or to the university within three (3) years after separation, sick leave forfeited at the time of separation will be reinstated.

C-12. Employees who retire and then return to work at the university may not be entitled to reinstatement of sick leave balances. In this instance, only the ***unused*** portion of sick leave that was converted at the time of retirement [C-13 and FSH 3730 C] to pay for retiree health benefits may be reinstated for employees who separate for retirement purposes and later return to work at the university.

C-13. An employee who retires under the eligibility conditions for retirement or disability retirement as stated in FSH 3730 may apply a pre-determined amount of unused sick leave accrued since July 1, 1976, as payment for continued coverage under the university retiree health program. [FSH 3730, APM 55.39] *[ed. 7-10]*

D. HOLIDAYS.

D-1. The university is closed at least eleven (11) holidays each fiscal year. [3460 F-2]

D-2. Board-appointed employees [FSH 3080] and temporary help employees participating in PERSI [FSH 3090] are eligible to receive holiday pay. *[ed. 2-08]*

D-3. Benefit-eligible employees [A-6.a.] who are employed full time (87.5 percent or greater) receive holiday pay based on eight (8) hours for each holiday. An employee who works a compressed work schedule to include more than eight (8) hours each day, such as four (4) ten-hour workdays in one week, will still receive only eight (8) hours of holiday pay. With supervisor approval, the employee may make up the difference between their regular hours of work and the holiday pay for that day (two [2] hours in this example) through a flexible work schedule within the same work week [FSH 3460], or may use accrued compensatory time or annual leave, or take the time as unpaid.

D-4. Benefit-eligible employees [A-6.a.] who are employed at least half time but less than full-time, are entitled to receive holiday pay, pro-rated based on the average number of hours scheduled each week. The number of hours scheduled on a routine basis (not the hours worked in the week in which the holiday falls) is divided by five (5) days. For example:

20 hours per week / 5 = 4 hours of holiday pay
25 hours per week / 5 = 5 hours of holiday pay
30 hours per week / 5 = 6 hours of holiday pay

D-5. The university embraces diversity and recognizes that our workforce is derived from many diverse cultures to include many different religious preferences. An individual may be absent from work to observe a religious holiday consistent with his or her own religious beliefs and practices when the day is not consistent with the university's official holidays, provided advance notice is given. Pay for these absences are as follows:

a. Benefit-eligible employees may use their accrued compensatory time or annual leave to receive pay for an observed religious holiday that is not an official university holiday.

b. Employees who are not benefit-eligible, or who do not have compensatory or annual leave available, may observe the holiday without pay; or, with advance supervisory approval, employees may make up the hours in the same work week [FSH 3460].

D-6. Benefit-eligible employees are entitled to holiday pay while they are on other approved paid leave, or during any portion of paid or unpaid family medical leave.

E. PARENTING LEAVE. *[add. 7-15]*

E-1. Employees are eligible for Parenting Leave on or after (i) 180 days from their date of hire; or (ii) the date of successful completion of their initial probationary period, whichever is later. Eligible employees ~~who meet FMLA eligibility requirements (see FSH 3710 M-3)~~ are entitled to ~~16~~ 12 weeks of job protected leave with continuation of group health insurance coverage within 12 months of the birth, adoption, or foster placement of a son or daughter. ~~All Parenting Leave allowed under this Section E is considered Family Medical Leave.~~

Son or daughter means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and ~~"~~incapable~~"~~ of self-care because of a mental or ~~"~~physical disability~~" at the time of the FMLA leave request.~~

E-2. If both parents are employees of the university and eligible for FMLA leave under Section M, each is entitled to take the same amount of parenting leave as allowed for a single employee. Only one employee is entitled to parenting leave if both parents, as employees, have not met FMLA eligibility requirements as stated in M-3.

E-3. Employees can choose to use a combination of accrued paid leave or unpaid leave. However, ~~E~~employees must first use accrued sick leave (see FSH 3710 M-2) and any accrued annual leave or compensatory time they have in excess of 80 hours before going on leave without pay. ~~The remainder of the job protected leave will be unpaid, unless the employee chooses to use a combination of accrued annual leave, or compensatory time.~~

E-~~4~~5. Parenting Leave should be applied for through Benefit Services. When the need for Parenting Leave is foreseeable, an employee must request an application at least thirty (30) days in advance of the need for leave. When events are not foreseeable, employees must provide as much notice as is possible. ~~Employees are encouraged to familiarize themselves with FMLA guidelines before requesting or granting Parenting Leave. "Fact Sheets" that explain FMLA (numbers 28 through 28M) may be found on the United States Department of Labor Wage and Hour Division website.~~ If an employee is eligible for FMLA leave under Section M, t~~T~~he Parenting Leave described in this section E. is intended to encompass the University's obligation to provide Family Medical Leave under the federal Family Medical Leave Act ~~for the birth or placement of a son or daughter for foster care or adoption as described in~~

Commented [TA9]: FAC: Unnecessary see E-4 below and necessary to remove for the new "C-7 f" to work, per FMLA eligibility rule.

Commented [TA10]: FAC: Unnecessary see E-4 below.

Commented [TA11]: Ensure only one employee is eligible upon hire.

Commented [TA12]: Added to seek a compromise to address Administration's concern about employee's accumulating leave and UI managing unfunded risks such as leave payout.

Commented [TA13]: FAC: Unnecessary, first sentence states employee can choose to use a combination of leave.

Commented [TA14]: FAC feels this is unnecessary to state in the FSH and is not done for other federal regulations.

~~sub-sections M-1.a and M-1.b of this policy.~~ . ~~Parenting Leave under this Section E. may exceed the requirements and benefits for the Family Medical Leave described under sub-sections M-1.a and M-1.b of this policy, but Parenting Leave must, at a minimum, comply with the requirements of the Family Medical Leave Act as set out in Section M of this policy.~~

Commented [TA15]: FAC unnecessary, stated in next sentence.

Commented [ED(16]: This sentence seemed confusing and unnecessary in light of the other revisions to the pertinent sections

E-5. Health benefits continue during Parenting Leave on the same basis as for any similarly-situated employee who is actively at work, regardless of whether the employee is using other forms of accrued leave or taking leave unpaid. The employee's share of cost for health coverage is the amount that is typically payroll-deducted for the employee's own coverage and/or coverage for his/her dependents. The employee is responsible for payment of these amounts during leave. Payroll deductions will be continued for any portion of the leave that is paid. During any portion of leave when no pay is received, the employee must make arrangements to self-pay these amounts. Retirement plan contributions, accruals for sick and annual leave and credit toward vesting are suspended during unpaid portions of Parenting Leave.

E-6. Upon return from Parenting Leave, employees will be assigned to their same or similar position with equivalent pay and status.

E-7~~6~~5. Leave may not be used for both foster care and adoption consecutively if foster placement leads to that adoption of the son or daughter.

E-8~~7~~6. Alternate or reduced work schedules are addressed in FSH 3710 M-13 b.

E-9~~8~~7. See FSH 3710 R-1 for exceptions to University leave policies.

F. MILITARY LEAVE. *[ren. 7-15]*

F-1. Faculty and staff, regardless of whether or not they hold a fiscal-year or academic-year appointment are eligible for leave of up to fifteen (15) working days in a twelve (12) month period for active duty or military training. Leave for State of Idaho military duty or training is limited to fifteen (15) days within a calendar year. Employees who are in board-appointed positions [FSH 3080] are eligible for paid military leave. When called to active duty or training, the university will pay the difference between military pay received from the U.S. or State government, but cannot duplicate pay. This is accomplished by full pay during an approved military leave. The employee must provide documentation of military pay received during leave, within ninety (90) days of return from leave or upon earlier job separation. The employee is required to repay to the university any amount which exceeds their regular base pay for the same period. Unpaid military leave may be requested if the employee knows their military pay will exceed their university pay. Annual and sick leave credit towards length of service for retirement plan, and other vesting will continue to accrue during the fifteen (15) working days of military leave and eligibility for employee health benefits will continue whether military leave is requested with or without pay. An employee at their own option may instead request annual leave on the same basis as any other vacation or other time off and if approved, may use annual leave and retain full military pay. [APM 55.09 and 55.38] *[ed. 7-10]*

F-2. Any employee who is called to active duty and/or is required to serve more than fifteen (15) working days is eligible for up to five (5) years of military leave. Eligibility for employee health coverage will continue at a minimum through the first thirty (30) calendar days of service while on an approved military leave. The employee will be required to pay the employee share of the health care costs, as well as the costs for his/her dependents.

F-3. An employee may use annual leave and/or accrued compensatory time for military service and continue to receive pay and benefits before commencement of military leave.

F-4. Military leave beyond the first fifteen (15) working days is generally granted without pay and benefits. Health care coverage will end for the individual who is called to active duty after the first thirty (30) days of service. However, coverage for his/her dependents may continue for up to an additional six (6) months, provided that the employee has made arrangements with Benefit Services to pay the full cost of coverage, on at least a monthly basis. In this instance, any other coverage provided by U.S. military programs will be primary.

F-5. When on military leave or when his/her dependents are not eligible for coverage elsewhere, the employee or his/her dependents, individually or as a family, may be eligible to continue health care coverage through COBRA.

F-6. An employee may elect to continue group life insurance benefits in effect for the employee or his/her dependents on the date the employee is called to active duty for a maximum period of thirty (30) days. However, the employee must self-pay the full cost, based on rates and eligibility rules afforded to others who are actively at work. Benefits from these programs generally exclude losses resulting from participation in a military organization or from an act of war. An employee may also have the right to life insurance portability or conversion to an individual life insurance policy following termination of benefits in the group plan.

F-7. Upon reinstatement, the employee's health plan will resume as if their employment had not been interrupted.

F-8. In accordance with state and federal law, an employee upon return will be reinstated to his/her former position or a comparable position without loss of seniority, status or pay rate provided the employee returns with an honorable discharge and within five (5) years from departure date from the university.

a. In some situations, re-employment may not be possible, such as when there has been a significant change in circumstances, if re-employment would impose an undue hardship on the university or department, or if the person's employment was temporary in nature, such as positions that are grant-funded for a specific duration and/or temporary help (TH) positions.

1. If the returning employee's skills need upgrading to meet the requirements for a prior or promoted position, the university will make reasonable efforts to refresh or update these skills unless such efforts would create undue hardship for the university.

2. When an employee with a service-related disability is not qualified to perform the essential functions of his/her job after the university has made reasonable efforts to accommodate the disability, the employee may be placed in another position of comparable pay, rank, and seniority.

b. Employees returning from military leave must provide the university with written timely notification of intent to return to their position. The university may require documentation that the person's application for reemployment is timely and that the person's discharge from uniformed services was under honorable conditions. University procedures will follow the applicable state and federal law, including but not limited to the Uniformed Services Employment & Reemployment Rights Act (USERRA), 38 U.S.C. 4301-4333, enforced by Department of Labor's Veterans' Employment & Training Services (VETS) (www.dol.gov/vets.)

F-9. Retirement benefit contributions are suspended while the employee is on unpaid military leave. Upon reinstatement after military leave, reenrollment in the retirement plan will be immediate.

a. Credited state service continues during military leave as though no break in employment has occurred.

b. The employee may elect to make up any employee contributions missed during an approved military leave. Such contributions must be paid into the plan within a period not to exceed three (3) times the length of the military leave, up to a maximum of five (5) years.

c. The university will contribute the regularly scheduled match contributions for any employee make-up payments made in connection with an approved military leave.

d. For purposes of determining eligibility for retiree health coverage, military leave will not count as a break in service provided that re-employment occurs within the parameters of this policy. Further, an employee will receive university service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] during the fifteen (15) days of approved paid military leave; however, the employee will not receive service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] for any unpaid military leave.

F-10. The university will not discharge an employee without cause, as that term is defined by federal USERRA regulations, who is reinstated under the provisions of the USERRA and has served thirty-one (31) to one hundred and eighty (180) days without cause for six (6) months following reinstatement. If the length of military service was more than one hundred and eighty (180) days, but less than five (5) years, the employee will not be discharged without cause for one (1) year following reinstatement.

E-11. This policy is intended to comply with applicable state and federal laws, including the Uniformed Services Employment and Reemployment Rights Act (USERRA) of 1994. To the extent that any provision of this policy is ambiguous and/or contradicts the Act or any other law, the applicable law or Act will prevail.

G. LEAVE FOR COURT REQUIRED SERVICE AND VOTING. *[ren. 7-15]*

G-1. Any employee who is summoned for jury duty or subpoenaed as a witness before a court of competent jurisdiction or as a witness in a proceeding before any federal or state administrative agency will be granted leave. Benefit-eligible employees will be granted leave with pay, except as provided below in F-2. Travel expenses in connection with this duty are not subject to reimbursement by the university. [RGPP II.I.5.a.2; APM 55.09] *[ed. 7-10]*

G-2. An employee must request annual leave or personal leave without pay for the following:

a. appearing as a party in a non-job-related proceeding involving the employee;

b. appearing as an expert witness when the employee is compensated for such appearance; or

c. appearing as a plaintiff or complainant, or as counsel for a plaintiff or complainant, in a proceeding in which the Board of Regents or any of its institutions, agencies, school or office is a defendant or respondent. [RGPP II.I.5.a.]

G-3. Polling places are typically open extended hours and absentee voting is widely available. However, employees who are unable to vote outside of scheduled hours will be allowed time off to vote. If available, an employee may use accrued annual leave, compensatory time or, if approved in advance, may be able to make up time lost to vote within the same work week [FSH 3460] through a flexible work schedule. Otherwise, time off will be approved, but unpaid.

H. LEAVE FOR CAMPAIGNING FOR OR SERVING IN PUBLIC OFFICE. *[ren. 7-15]*

H-1. The president approves requests for leaves of absence for the purpose of campaigning for or serving in public office [RGPP II. I.5.c.]. See FSH 6230 E for provisions concerning leave for campaigning and serving in public office.

H-2. It is the Board of Regent's intent that state salary not be duplicated to an employee serving as a member of the Idaho Legislature. Any leave for serving as a member of the Idaho State Legislature will be unpaid when the Legislature is in session [RGPP II.I.5.c.2.]. Certain benefits may continue during the unpaid leave; however, the employee must pay the full cost of coverage.

I. ADMINISTRATIVE LEAVE. *[ren. 7-15]*

I-1. Administrative Leave is leave with pay and benefits. An employee will continue to receive pay and leave accruals in accordance with their regular rate and maintain eligibility for other benefit programs. (Terminal leave (J) and academic transitional leave (I) are not considered administrative leave.)

I-2. At the discretion of the president or his/her designee, an employee may be granted administrative leave when the state or the university will benefit as a result of such leave. [RGPP II.I.5.d; 3470 B] *[ed. 7-10]*

I-3. Examples of circumstances that may qualify an employee for administrative leave are volunteer fire fighters attending class off campus, official delegates to the annual general convention of Idaho Public Employees'

Association, and members of state or local committees, such as the Human Rights Commission, attending official meetings.

I-4. With the approval of the president or designee, an administrator may also use administrative leave to remove an employee from the workplace (for example during an investigation or to mediate an employee relations issue), if approved in advance by Human Resources. The President's Office or Provost's Office, as appropriate must be notified.

I-5. In all cases involving administrative leave with a duration that is more than one bi-week, an electronic personnel action form (EPAF) must be processed. When leave is less than one full bi-week, hours attributed to administrative leave shall be coded as "ADL" on the time/leave record and in the payroll system.

I-6. In the absence of a written agreement to the contrary, an employee on administrative leave must be available for recall to work during regular university business hours in the event that the employee's services are required or he/she is otherwise requested to return to work.

I-7. Under certain circumstances, the university may require the use of accrued annual leave and/or compensatory time.

J. ACADEMIC TRANSITIONAL LEAVE. *[ren. 7-15]*

J-1. Academic transitional leave may apply when an academic administrator steps down from his/her administrative appointment and assumes a faculty appointment. The purpose of academic transitional leave is to prepare the employee for a new faculty appointment. Transition leave is not available in the event of transition from academic faculty to an administrative appointment. Academic transitional leave is granted at the discretion of the university, must be approved by the provost, and approved by the president or designee.

J-2. There is no accrual of annual leave during the period of academic transitional leave. All other benefits and leave accruals are provided on the same basis as afforded to similarly situated employees in a faculty job classification. Annual leave balances should be exhausted prior to a new academic faculty appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by the AVP for Human Resources or designee.

K. TERMINAL LEAVE. *[ren. 7-15]*

K-1. Terminal leave is paid leave received by a terminating employee in lieu of wages at the employer's discretion. An example of terminal leave is leave paid to an employee who is not completing the term of his/her contract at the request of the employer. Sick and annual leave is not accrued during the terminal leave period. Time toward length of service for retirement vesting and eligibility for university retiree health benefits [FSH 3730] will continue. The duration of terminal leave is determined at the discretion of the university.

K-2. During terminal leave, health benefits continue for an employee and his/her covered family members on the same basis as employees of the same classification who are actively at work. The employee's share of all health care contributions, including employee and dependent medical/dental, supplemental life, and/or any other costs of coverage, will be withheld from the employee's pay. Upon separation from employment, the employee and/or his/her covered family members, as a family or individually, may have rights to medical/dental coverage through COBRA.

K-3. The university may require the use of accrued annual leave and/or compensatory time during the terminal leave period or may pay out some or all accrued, but unused balances at the time of termination.

L. SHARED LEAVE. *[ren. 7-15]*

L-1. University employees who earn annual leave may donate annual leave hours to shared leave. Shared leave may be donated to a shared leave pool or to the benefit of a specific eligible recipient. See FSH 3710 L-5 below and APM 55.07 C-3 for conversion of donated leave to shared leave. *[ed. 7-10, rev. 7-15]*

L-2. Eligibility. Benefit eligible employees, including academic year faculty who do not accrue annual leave, are eligible to receive shared leave. *[rev. 7-15]*

a. Qualifying Events. If any benefit-eligible employee [A-6. a.] who has a health condition [L-2.a.1] or whose immediate family member [A-3] has such a condition and the employee is required to take time away from work, and has exhausted all leave, the employee may apply for shared leave when time away from work is a qualified absence as described below (L-2.a.1) but will not be compensated by paid leave or wage replacement programs such as disability and workers' compensation benefits.

1. The health condition of the affected individual must be certified by a competent health care provider to be considered as acceptable evidence by the university, and qualify as a serious health condition as defined by family medical leave [M] to include a need resulting from human organ or bone marrow donation. This provision applies only to the acceptable medical conditions of family medical leave. An employee need not meet the service and other requirements of family medical leave to be considered as an absence eligible for shared leave.

2. An applicant for shared leave who has used his or her own annual leave for purposes other than attending to a medical condition that is known to create potential for an extraordinary need for leave typically is not eligible for leave from the shared leave pool. Under extraordinary circumstances, such an applicant may request an exception to receive shared leave from directed donations. *[ren. 7-15]*

3. Shared leave that is donated from the shared leave pool is intended for use by employees who intend to return to work. An applicant who wishes to receive shared leave and otherwise meets the criteria of the program and does not intend to return to work may apply for shared leave; however, shared leave in this instance is available only from donations directed specifically to that one recipient. *[ren. 7-15]*

b. Prerequisites. An employee must have used all other available leave such as sick leave, annual leave, and compensatory time to qualify as a recipient of shared leave.

c. Disability Income. To be eligible for shared leave for the employee's own medical condition, employees must first apply for wage replacement benefits that may be available through workers' compensation or disability coverage. Once such benefits begin eligibility for shared leave benefits end. However, an otherwise eligible employee may use shared leave while satisfying the waiting period or after exceeding maximum disability periods for income replacement programs.

L-3. Donating Shared Leave.

a. Employees who have an accrued annual leave balance may donate to shared leave regardless of their funding salary source. Donations may be made to the shared leave pool and accessed by any eligible recipient or donated directly to a specific shared leave recipient. *[rev. 7-15]*

b. Shared leave donations are restricted to direct donation when the donor's annual leave balance is less than forty (40) hours from the maximum leave accumulation limit. In this instance only, the amount of leave actually used by the recipient will be deducted from the donor's account before any balance is taken from the shared leave pool. Donated leave not used by the recipient will be returned to the donor's account or forfeited if the maximum accrual has been reached. Donors can choose to designate any unused direct donations to be added to the general shared leave pool.*[ed. 7-11]*

c. Leave donations made for a specific individual will be drawn from donors' accounts based on a first-received basis. The first donation request received by Benefit Services will be processed before a second donation from other recipients or before hours are withdrawn from the shared leave pool. Donations will be drawn from the donor's annual leave account as the time is transferred and used by the recipient. No leave donation in excess of the recipient's shared leave needs will be taken, unless contributions to the shared leave pool also have been authorized, except as noted above in section b., when donations to the shared pool are restricted.

d. Leave donations may be made in any amount of not less than ½-hour (.50) increments.

e. Shared leave donations may not cause the donor's annual leave balance to fall below forty (40) hours at the time the donation is processed, unless the donor is terminating active employment from the University. Donors should be aware that any shared leave not used by the intended recipient will be returned to the Shared Leave Pool, not returned to the donor(s). *[rev. 7-15]*

L-4. Shared Leave Benefits.

a. Maximum Benefit. The maximum shared leave benefit is limited to four (4) working weeks of leave within a rolling twelve (12) month period. Shared leave hours that are granted will be reflective of the employee's regular percentage of appointment.

b. Shared leave requests are reviewed and granted by the Director of Benefit Services or designee in accordance with this policy. Applicants awarded shared leave will be notified in writing; if the request is denied, the reason(s) for denial shall also be stated in writing. The requestor may appeal a denied request for shared leave. Appeals must be made in writing to the AVP for Human Resources within thirty (30) days from the date of denial and must reference the applicable sections of policy and reasons why there is disagreement. The AVP for Human Resources will respond to appeals within thirty (30) days.

L-5. Funding and Conversion.

a. Donation Conversion. Hours of donated shared leave are multiplied by the hourly rate of the donor; that amount is recorded as a deposit to the shared leave pool or the directed recipient's account and subtracted as hours from the donor's annual leave balance.

b. Recipients Conversion. The recipient's hours of shared leave need is multiplied by the recipient's hourly rate and subtracted from the shared leave pool.

Sick leave is a liability that is funded only through base salary. Funding for a full year of base salary is provided for most positions. If an employee is absent without pay the department typically has received funding for the duration of the employee's full appointment and would achieve salary savings as a result. The only exceptions would apply to those working from certain special funding sources or who hire a temporary replacement during the period of unpaid leave. Consequently, the department of the employee who will receive shared leave is responsible for funding the pay its employee will receive during leave from shared leave donations.

c. Donors may donate annual leave regardless of their salary-funding source. The department or sponsored research project gains the hours the employee would have taken for annual leave when their employee makes a donation.

M. FAMILY MEDICAL LEAVE. *[ren. 7-15]*

M-1. Family medical leave may be requested by an eligible employee for the following reasons:

a. the birth of a son or daughter of the employee and/or in order to care for such son or daughter; *[rev. 7-15]*

b. the placement of a son or daughter with the employee for adoption or foster care; *[rev. 7-15]*

c. to care for an immediate family member as defined in [A-3] of this policy with a serious health condition as defined in [M-5] of this policy;

d. because of the employee's own serious health condition [M-5]; or

e. to serve as a human organ or bone marrow donor.

The entitlement to leave under subparagraphs (a) and (b) of this section M-1 for a birth or placement of a son or daughter is encompassed in the Parenting Leave described in Section E, of this policy. Parenting Leave taken under Section E. by an employee who is also eligible for Family Medical Leave shall be counted as Family Medical Leave to the full extent of the employee's eligibility for Family Medical Leave at the time the leave is taken. Parenting Leave that falls outside of the requirements of the Family Medical Leave Act does not count against an employee's Family Medical Leave entitlement. ~~All leave taken under Section E. Parenting Leave shall be considered Family Medical Leave.~~ *[add. 7-15]*

M-2. Family medical leave and/or servicemember family medical leave is leave without pay. However, when the absence also qualifies for the use of sick leave, if available, sick leave must be used first in conjunction with family medical leave before any period of unpaid absence. Once sick leave has been exhausted or when the type of absence does not qualify for the use of sick leave, the entire absence or remainder of the approved family medical leave will be unpaid. However, if an employee has more than 80 hours of accumulated annual leave or compensatory time, they must use these hours first before going on leave without pay. ~~, unless the e~~Employees may choose~~s~~ to use any combination of compensatory time or~~,~~ annual leave~~, or shared leave (if eligible; L).~~ before going on leave without pay to reduce their total balance to 80 hours. *[rev. 2-08]*

M-3. Eligibility. If the employee has been employed by the university for a minimum of twelve (12) months and has worked at least 1250 hours during the previous twelve (12) month period prior to the requested leave, the employee is eligible for family medical leave. This eligibility requirement does not apply to eligibility for Parenting Leave under Section E ~~(see section C-7-f. of this policy) for a primary caregiver. However, if both parents are employees, only one employee is eligible to take advantage of being the primary caregiver. Any probationary period, for staff, is suspended until such time that the employee returns to work, see FSH 3360.~~ *[rev. 7-15]*

M-4. Length of Leave. A maximum of up to twelve (12) weeks or a total of 480 hours of family medical leave may be granted to eligible full-time employees during a rolling twelve (12) month period. Eligible part-time employees may be granted up to twelve (12) working weeks of leave or a total number of hours consistent with their regular work schedule within a twelve (12) week period. (i.e. 20 hours per week x 12 weeks = 240 hours). The period is measured from the date the employee last used/exhausted family medical leave or became employed by the university to the date leave is to begin. Family medical leave may be taken on a continuous, intermittent, or reduced-hour basis. *[rev. 7-15]*

M-5. Definitions. *[rev. 7-15]*

a. "Serious health condition" is defined as an illness, injury, impairment or physical or mental condition that involves any period of incapacity or treatment connected with in-patient care (i.e. overnight stay) in a hospital, hospice, or residential medical-care facility, and any period of incapacity or subsequent treatment in connection with such in-patient care; continuing treatment by a health care provider, which includes any period of incapacity (i.e. inability to work, attend school, or perform other regular daily activities) due to a health condition (including treatment for or recovery from) lasting more than three (3) consecutive days; and any subsequent treatment or period of incapacity relating to the same condition, that also includes:

1. treatment two (2) or more times by or under the supervision of a health care provider; or one treatment by a health care provider with a continuing regimen of treatment; or
2. pregnancy or prenatal care. A visit to the health care provider is not necessary for each absence; or
3. chronic serious health condition, which continues over an extended period of time, requires periodic visits to a health care provider, and may involve occasional episodes of incapacity (e.g. asthma, diabetes). A visit to a health care provider is not necessary for each absence; or
4. permanent or long-term condition for which treatment may not be effective (e.g. Alzheimer's, a severe stroke, terminal cancer). Only supervision by a health care provider is required, rather than active treatment; or

Commented [TA17]: FAC: unnecessary, previous sentence is sufficient and language in E-4 covers this statement.

Commented [WJ(18R17]: But there is nothing wrong with be redundant and clarifying here either.

Commented [TA19]: Added to address Administration's concern about employee's accumulate leave and UI managing unfunded risks such as leave payout.

Commented [WJ(20R19]: Why not use identical wording as in E-3 … it is much more clear than this "however" approach/wording.

Commented [TA21]: Reinserted prior language/current policy to address Provost' request to focus on parenting leave at this time and address expanding eligibility to all cases of FMLA upon hire at a later time.

Commented [WJ(22R21]: I find this wording confusing and dangerous. Suggest deleting it.

Commented [ED(23]: E-2 already says only 1 employee is eligible for parenting leave if both are employees but not eligible for FMLA. Suggest avoiding "primary caregiver" language.

Commented [TA24]: Ensure only one employee is eligible upon hire for parenting.

Commented [WJ(25R24]: Again, delete?

Commented [ED(26]: FMLA would under federal law suspend a probationary period. Employees must be restored to the same or equivalent position at the same salary and benefits. If they were in a probationary period, it would stop when they go on FMLA leave and resume upon their return. Unnecessary to include, in my opinion.

Commented [TA27]: Ensure eligibility upon hire for primary caregiver; address concern about someone trying to get past their probationary period.

Cabinet has already allowed the extension of parenting leave to both parents if both were employees, 12 weeks each.

Commented [WJ(28R27]: Again, delete?

5. absences to receive multiple treatments for restorative surgery or for a condition which would likely result in a period of incapacity of more than three days if not treated (e.g. chemotherapy or radiation treatments for cancer).

M-6. Health benefits continue during family medical leave on the same basis as for any similarly situated employee who is actively at work, regardless of whether the employee is using other forms of accrued leave or taking leave unpaid. The employee's share of cost for health coverage is the amount that is typically payroll-deducted for the employee's own coverage and/or coverage for his/her dependents. The employee is responsible for payment of these amounts during leave. Payroll deductions will be continued for any portion of the leave that is paid. During any portion of leave when no pay is received, the employee must make arrangements to self-pay these amounts. Retirement plan contributions, accruals for sick and annual leave and credit toward vesting are suspended during unpaid portions of family medical leave.

M-7. All qualified absences, including those due to a work-related injury, will be considered as family medical leave.

M-8. If there are reasonable circumstances to support that an employee's absence qualifies as family medical leave, the university has the right to classify such absence as family medical leave.

M-9. When the need for family medical leave is foreseeable, an employee must request an application for family medical leave at least thirty (30) days in advance of the need for leave. Application assistance is available from Benefit Services. When events are not foreseeable, employees must provide as much notice as is possible. Application for family medical leave after a return from absence is not recommended; rights to preserved employment and benefits may be adversely affected. In any event, absent extraordinary circumstances, an employee may not claim an absence as a qualified family medical leave event unless done so within the first two (2) days of return from an absence.

M-10. When leave is taken for personal illness or to care for an immediate family member with a serious health condition, leave may be continuous or intermittent and may include a reduction in hours worked. For intermittent leave, the employee must provide certification from the health care provider caring for the employee and/or family member stating the leave must be taken intermittently. Employees needing intermittent leave must attempt to schedule their leave so as not to disrupt university operations. The university reserves the right to assign an employee to an alternative position with equivalent pay and benefits that better accommodates the employee's intermittent or reduced leave schedule.

M-11. Employees on family medical leave are required to provide documentation to Benefit Services as requested, including intent to return to work. During leave, the university may require an employee to re-certify the medical condition that caused him/her to take leave. A return-to- work release from the health care provider is required before an employee absent due to his or her r own serious health condition may return to work.

M-12. Family medical leave requests for medical treatment or care giving requires certification from the health care provider documenting medical necessity.

M-13. Family medical leave requests for parenting must be approved in advance and completed within twelve (12) months of the birth, adoption, or foster care placement of a child.

a. Shared leave (if granted) may be used for the disability period related to childbirth. *[rev. 7-15]*

b. Intermittent leave or reduced work schedule requests for parenting may not be granted, or may be cancelled by the university with thirty (30) days written notice, based on business needs of the university.

M-14. Family medical leave taken by two (2) university employees to care for a family member who has a serious health condition consists of a maximum twelve (12) weeks of leave for each employee. Family medical leave for parenting is addressed in FSH 3710 E. *[rev. 7-15]*

M-15. If the university obtains information from a credible source, such as the workers' compensation authority, disability carrier, or a medical practitioner, that alters, changes, casts doubt, or fails to support continued leave or the leave application, the university has the right to:

a. revoke leave;

b. not grant leave;

c. require new evidence to support the leave request;

d. require the employee to return to work if the leave is not substantiated; and/or

e. when appropriate under applicable employee discipline policies [FSH 3910, 3920, and 3930], take disciplinary action, up to and including dismissal.

M-16. Upon return from family medical leave, employees will be assigned to their same or similar position with equivalent pay and status with or without reasonable accommodation, as appropriate, in accordance with the Americans with Disabilities Act. Job reassignment must be coordinated with Employment Services and approved by the AVP for Human Resources or designee. The university has no obligation to restore employment to temporary hourly (TH) or other employees if the employment term or project is over and the university would not otherwise have continued employment.

M-17. Family medical leave is not intended for individuals who do not plan to return to work. An employee who applies for and is granted family medical leave and fails to return to work for at least thirty (30) days upon the expiration of their family medical leave period may be obligated to repay the costs of health coverage provided by the university during any portion of family medical leave. If the university is notified that the employee does not intend to return to work, the family medical leave period will terminate immediately and the employee will be separated from employment on that date. Medical, dental and under some circumstances Health Care Spending Accounts may be continued through the Consolidated Omnibus Budget Reconciliation Act (COBRA). Options for life insurance portability or conversion may also be available. Job separation under these circumstances will result in a lump sum payment of annual leave and/or compensatory balances. In addition, the employee will no longer have a right to restoration to the same or equivalent position. The employee is responsible for contacting Employment Services to arrange for an exit interview.

N. SERVICEMEMBER FAMILY AND MEDICAL LEAVE. The federal Family and Medical Leave Act (FMLA) now entitles eligible employees to take leave for covered family member's service in the Armed Forces (Servicemember Family and Medical Leave) in two instances. This section of the policy supplements the above family medical leave policy and provides general notice of employee rights to such leave. Except as stated below, an employee's rights and obligations to servicemember family and medical leave are governed by the general family medical leave policy. *[add. 2-08, ren. 7-15]*

N-1. Definitions: The following definitions are applicable to this section of the policy.

a. "Eligible employee" is a spouse, son, daughter, parent, or for purposes of caring for a family member, the next of kin of a covered family member.
b. "Next of kin" is the nearest blood relative of a family member who is in the Armed Forces.
c. "Covered family member" means any family member who is a member of the Armed Forces, including a member of the National Guard or Reserves, regardless of where stationed and regardless of combative activities.

N-2. Leave Entitlement: Eligible employees are entitled to take servicemember family and medical leave for any one, or for a combination of the following reasons:

a. Any "qualifying exigency" (as defined by the Secretary of Labor) arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a "contingency operation," and/or

b. To care for a covered family member who has incurred an injury or illness in the line of duty while on active duty in the Armed Forces, provided that such injury or illness may render the covered family member medically unfit to perform duties of the family member's office, grade, rank or rating.

N-3. Duration of servicemember family and medical leave:

a. When leave is due to a qualifying exigency: an eligible employee may take up to 12 work weeks of leave during any 12-month period.
b. When leave is to care for a covered family member: an eligible employee may take up to 26 workweeks of leave during a single 12-month period to care for the covered family member. Leave to care for a covered family member, when combined with other qualifying family medical leave may not exceed 26 weeks in a single 12-month period.
c. Concurrent leave: servicemember family and medical leave runs concurrent with other leave entitlements provided under federal, state and local law.

O. PERSONAL LEAVE. *[ren. 2-08, 7-15]*

O-1. Any employee not covered by another university leave type within this policy may request a personal leave of absence.

O-2. Personal leave is leave without pay and without benefits. However, the supervisor may require the use of sick, annual or any other type of accrued leave if the absence qualifies and leave is available. Personal leave may be taken with pay and benefits when other paid leave such as annual leave is taken concurrently. In rare circumstances, leave may be approved without pay, with continued benefits, but only when approved as an exception and only when doing so meets the business needs of the university. Hiring units are responsible for funding the benefits under these circumstances. [APM 55.38] *[ed. 7-10]*

O-3. Reasons for requesting a personal leave may include, but are not limited to, religious, personal, and educational matters or for extension of any leave when all other leaves have been exhausted.

O-4. All requests for personal leave must be made to the supervisor in writing. A leave of three (3) working days or less can be approved by the supervisor and are recorded by the timekeeper on the employee's time record as LWB. The president or his/her designee (i.e., provost) must approve a personal leave which exceeds three (3) working days. Personal leave is not guaranteed and is granted on a case-by-case basis, with the approval of the supervisor and the unit administrator, based on the business needs of the university.

O-5. The president or designee (i.e. provost) may grant personal leave without pay with or without benefits for a period of up to one (1) calendar year, with extensions not to exceed a total of three (3) successive calendar years [RGPP II.I.5.c.1]. Consideration is given to such requests on an individual basis in the light of the reason for which it is requested, whether it is leave with or without paid benefits and the effect that granting it will have on the employee's unit or program.

O-6. When a personal leave of absence is granted, the university assures reinstatement of the individual to a position of similar status and pay, but only to the extent that such position continues to exist and would have continued to exist had no leave been taken. Return to work in the same job within the same department is not promised.

O-7. During personal leave without pay an employee is not eligible for holiday pay, the accrual of sick or annual leave, or the use of medical appointment leave, and may not be granted any other type of leave of absence such as family medical or military leave until the employee has first returned to work under active status and otherwise qualifies for such leave.

O-8. An employee who has received approval from the president or his/her designee for a personal leave without pay without paid benefits ***may*** continue to contribute toward and receive the benefits of the institution's insurance and retirement programs, if the laws, rules, regulations, policies and procedures governing the administration of such insurance and retirement programs permit. [RGPP II.I.5.c.3]. Employees should consult Benefits Services for more detailed information on how personal leave without pay will impact their benefits and their rights to continue coverage through COBRA and life insurance conversion or portability. [APM 55.09 and 55.38] *[ed. 7-10]*

O-9. Employees who are granted a personal leave of absence without pay are responsible for making arrangements with Benefit Services, before the leave begins, for the continuation or discontinuation of benefits. Also, they should call Benefit Services on their return to active status to make sure that any benefits that had been discontinued are reinstated or to adjust for changes that occurred while they were on leave. [APM 55.38] *[ed. 7-10]*

O-10. Personal leave is not intended as a vehicle to continue benefits for periods when employees are not working due to academic or seasonal work schedules or for a reduction in hours.

P. EXTENDED FAMILY MEDICAL LEAVE. *[ren. 2-08, 7-15]*

P-1. Extended family medical leave (EFML) extends job protection and health benefits beyond the expiration of family medical leave. EFML is intended for the following:

a. Individuals who plan to return to work and have a prognosis to support return to work with assumption of full duties and responsibilities of their position, with or without reasonable accommodation, within a total absence period of no more than twelve (12) consecutive months; or

b. Individuals who do not have an acceptable prognosis to return to work, but whose absence qualifies for the use of sick leave and who have an unused sick leave balance upon the expiration of family medical leave.

P-2. EFML and other options for an employee's return to work following an approved family medical leave must be coordinated through Benefit Services, approved by the supervisor, and are granted at the discretion of the university, but are not guaranteed. EFML may not exceed nine (9) consecutive months. *[ed. 2-08]*

P-3. Acceptable medical certification and/or other documentation to support a prognosis for return to work must accompany all requests for EFML. If acceptable medical certification and/or other documentation are not provided, notice of contemplated job action to separate the employee from employment at the expiration of family medical leave may be served upon the employee if all sick leave has been exhausted.

P-4. If there is not a prognosis to return to work as defined above [O-1], notice of contemplated action for job separation will be issued. However, if the employee has a remaining sick leave balance and his/her condition qualifies for the use of sick leave, employment and EFML leave will be extended through the earlier of: *[ed. 2-08]*

a. the date in which all sick leave will be exhausted; or
b. expiration of six (6) months of accumulated leave, measured from the date in which leave was first granted for the same condition.

All sick leave is forfeited upon separation from employment, except as provided in O-6, or as provided in (Idaho State Code 53-4001) rights to reinstate sick leave upon return to work for any State of Idaho agency. *[ed. 2-08]*

P-5. Sick and all other available paid leave must be used concurrently with and taken first before any period on unpaid leave during EFML. EFML is leave with benefits but without pay, unless accrued sick or annual leave or compensatory time is used.

P-6. An employee with a sick leave balance who separates from employment upon the expiration of EFML and qualifies as a disabled retiree, or as a retiree eligible for any tier of university retiree medical coverage that requires retiree cost sharing, may convert a predetermined amount of the unused sick leave to pay for the retiree's share of the cost for their own university medical coverage. [FSH 3730]

P-7. Health benefits will continue during an approved EFML in the same manner afforded to any employee of the same classification who is actively at work.

a. The employee must make arrangements to self-pay his/her share of employee and dependent benefit costs during any portion of EFML that is unpaid.

b. Sick leave, annual leave, holiday pay and credited service hours toward vesting of annual leave accruals and retirement are not continued during any portion of leave that is unpaid.

c. Short and/or long-term disability wage replacement payments and/or actively at work provisions for death and other benefits provisions within PERSI and similar contracts refers to an employee being actively at work (employed and not on leave) on the date in which the disability has first begun. An employee whose condition began before taking a leave of absence and who has qualified or met the conditions in accordance with provisions set by the carrier will continue to receive benefits and/or remain eligible for such benefits during Extended Family Medical Leave, and/or upon separation from employment if unable to return to work. [Refer to Disability and Retirement Plan Handbooks www.hr.uidaho.edu/benefits]

P-8. Employees who have been granted EFML are required to provide documentation to support progressive medical improvement. Medical certification and other documentation may include temporary restrictions of duties and/or periods of part-time work. However, restrictions of job duties and/or part-time work restrictions must be approved by Human Resources and the hiring authority, and must intend and attempt to phase an employee back to work to a level of full assumption of job duties, with or without reasonable accommodation.

P-9. During EFML, the university may require reasonable periodic re-certification and updates regarding the employee's medical condition, prognosis for improvement, and fitness for duty. A release to return-to-work from the health care provider is required before an employee may return to work. The university, at its own expense, may require medical pre-screening for return to work in a position that includes pre-employment medical pre-screening to ensure the safety and fitness for prescribed job duties before an employee is allowed to return to work with or without restriction of job duty.

P-10. When an employee's own medical condition or restriction is expected to be chronic, or when the condition fails to progressively improve, notice of contemplated action and job separation or accommodation of disability under ADA should be explored.

P-11. If at the expiration of the EFML period the employee is still unable to perform the essential duties of his/her position with or without reasonable accommodation, the university has the right to separate any employee from employment and/or to end EFML and begin job separation when the medical prognosis ceases to support a return to work within EFML limits. [FSH 3910, 3920 and 3930]

Q. LEAVE FOR PROFESSIONAL IMPROVEMENT. *[ren. 2-08, 7-15]*

Q-1. Leave for professional improvement is paid leave with benefits for the purpose of participating in professional development programs or experiences for an extended period of more than two (2) weeks to attain or enhance a skill set that will result in a mutual benefit to the both the university and the employee.

Q-2. Members of the faculty who hold the rank of instructor or above, exempt employees, and classified staff are encouraged to participate in programs of professional improvement. (Tenured faculty may also be eligible for sabbatical leave and should refer to FSH 3720.) Generally, on the recommendation of an applicant's administrative supervisor, and with the approval of the dean/director and the provost/vice president, professional improvement leave may be granted under the following conditions (individual departments may have additional requirements and restrictions):

a. To participate in this plan, the faculty or staff member must have completed four (4) years of service before the time the leave is to begin.

b. Generally, at least two (2) years of service must intervene between a sabbatical leave and a leave for professional improvement or at least five (5) years of service must intervene between a leave for professional improvement and a subsequent request for the same type of leave.

Q-3. The employee requests professional improvement leave with pay by submitting a letter of application to the supervisor at least three (3) months before the leave is to begin. The letter should address the professional development to be derived from the leave, what activities (i.e. research, writing, experience, etc.) will be involved to achieve the professional goals, the duration of the leave, the level of support requested, and the source of funds, if known.

Q-4. Persons granted leave under this policy are expected either to return to the active service of the university for at least one academic or other full work year after completion of the leave, or are required to repay the money received from the university for the period of professional improvement leave granted.

Q-5. The employee must submit a report to the supervisor, the dean/director, and the provost/president regarding his or her developmental experience upon return to active work status.

Q-6. The employee may request approval to use accrued annual leave and to have an equal amount of administrative leave with pay granted to permit his or her participation in a program of professional improvement.

R. EXCEPTIONS. *[ren. 2-08, 7-15]*

R-1. Exceptions to these policies may be considered to the extent that such an exception is not contrary to state and federal laws, the Board of Regent policies and procedures, and are considered in the best interest of the university. The respective unit administrator, the AVP for Human Resources or designee, and the president or designee as required, can grant exceptions. A request for exception must be submitted and approved by the supervisor and forwarded to the AVP for Human Resources for further consideration of all approvals.

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)
[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition ☒ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: FSH 3050 – Faculty Position Description – Form only

Administrative Procedures Manual [APM] Addition ☐ Revision* ☐ Deletion*☐ Emergency
Minor Amendment ☐
Chapter & Title: ____________________

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): **Randall Teal 4/11/16**
(Please see FSH 1460 C) Name Date
Telephone & Email: **rteal@uidaho.edu; 5-6149**

Policy Sponsor: (If different than originator.) ____________________
Name Date
Telephone & Email: ____________________

Reviewed by General Counsel __X_Yes ____No Name & Date: ___Debra Ellers________________________

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
The changes to the position description form are meant to help articulate a faculty member's duties in broader terms. This change is aimed at: streamlining the process, establishing a more adaptable system that does not update minutiae every time a faculty member alters some aspect of their work, and focusing the discussion of PD meetings less on percentage management and hyper-specific goal setting, and more on the trajectory and role of the faculty member within their respective programs and in the university as a whole.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have?
None.

III. Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change.
Changes to the Faculty Evaluation form are related to this change.

IV. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
July 1, 2016

If not a minor amendment forward to: ____________________

Policy Coordinator
Appr. & Date:
____
[Office Use Only]

APM
F&A Appr.: _______
[Office Use Only]

FSH
Appr. ______________
FC ______________
GFM ______________
Pres./Prov. __________
[Office Use Only]

Track # _______________
Date Rec.: _____________
Posted: t-sheet __________
h/c ___________
web___________
Register: ______________
(Office Use Only)

FACULTY POSITION DESCRIPTION

FSH 3050

review period:

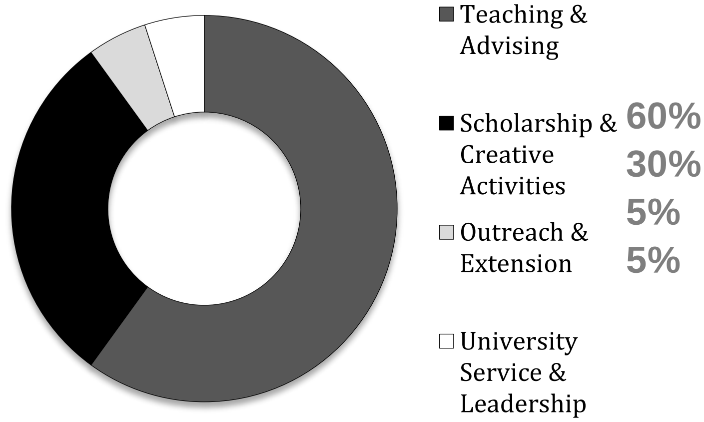
Faculty Name:

Title/Rank:

V Number:

Unit(s):

Administrative Title:
(if applicable)



Overall description of responsibilities and goals by category:

Faculty Member: I agree that this is a reasonable description of my responsibilities to the University of Idaho for the forthcoming calendar year.

Signature of Faculty Member Date

☐ Interdisciplinary/Center Activities: Attach narrative.[1]

Unit Administrator(s): I agree that this position description is a reasonable reflection of the stated expectations for progress towards tenure, promotion and/or continued satisfactory performance.

Signature of Unit Administrator Date

Signature of Additional Unit Administrator Date
(e.g. joint appointments [if applicable])

College Dean: I agree that this position description is a reasonable reflection of the stated expectations for progress towards tenure, promotion and/or continued satisfactory performance.

Signature of Dean Date

[1] If the above box is checked, the unit administrator is responsible to solicit comments from, and discuss with, the interdisciplinary/center administrators listed whether the interdisciplinary/center activities as stated are accurate. All solicited comments are to be attached to this form. (FSH 3050 B-2, 3520 E-1, G-3, G-4 c, 3560 C, and E-2d, and 3320 A-1 d).

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)
[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition ☒ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: FSH 3320 – Faculty Annual Evaluation – Form only

Administrative Procedures Manual [APM] Addition ☐ Revision* ☐ Deletion*☐ Emergency
Minor Amendment ☐
Chapter & Title: ______________________________

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): **Randall Teal 4/11/16**
(Please see FSH 1460 C) Name Date
Telephone & Email: **rteal@uidaho.edu; 5-6149**

Policy Sponsor: (If different than originator.) ______________________________
Name Date
Telephone & Email: ______________________________

Reviewed by General Counsel _x__Yes ____No Name & Date: __Debra Ellers______12/2/15_____________

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

This form is meant to facilitate more formative practices of faculty evaluation by shifting from a quantitative to a narrative process, and decoupling the evaluation process from the compensation process.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have?
none.

III. Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change.
A new position description form is connected to the process, as is a new "request for additional compensation" form.

IV. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
July 1, 2016

If not a minor amendment forward to: ______________________________

Policy Coordinator
Appr. & Date:
____
[Office Use Only]

APM
F&A Appr.: _______
[Office Use Only]

FSH
Appr. ______________
FC ______________
GFM ______________
Pres./Prov. __________
[Office Use Only]

Track # ______________
Date Rec.: ______________
Posted: t-sheet ___________
h/c ___________
web___________
Register: ______________
(Office Use Only)

FACULTY ANNUAL EVALUATION

FSH 3320 : Form 1 review period:

Faculty Name: **Title/Rank**

V Number: **Unit(s):**

Administrative Title: (if applicable) **Evaluator(s):**

Responsibilities	PD %	Achievements
TEACHING AND ADVISING FSH 1565 C-1		
SCHOLARSHIP and CREATIVE ACTIVITIES FSH 1565 C-2		
OUTREACH and EXTENSION FSH 1565 C-3		
UNIVERSITY SERVICE & LEADERSHIP FSH 1565 C-4, 1420 E		

☐ **Interdisciplinary/Center Administrator Comments Attached** (if applicable).
FSH 3050 B-2, 3320 A-1 d, 3520 E-1, G-3, G-4c, and 3560 C, E-2d.

Commentary on Faculty Performance

Recommendations (optional):

☐ Faculty member is meeting the performance expectations as defined in the position description, and contributes positively to life and learning at the University of Idaho.

☐ Faculty member is not meeting University of Idaho performance expectations.

Unit Administrator Signature Date

Unit Administrator (joint appointments [if applicable]) Date

☐ **Faculty Comments Attached** (optional). The faculty member is allowed to include comments that respond to the administrator's evaluation.

Faculty Signature Date

☐ Faculty member is meeting the performance expectations as defined in the position description, and contributes positively to life and learning at the University of Idaho.

☐ Faculty member is not meeting University of Idaho performance expectations.

Dean Signature Date

☐ **Dean's Comments Attached** (optional). If there is a difference in the commentary or recommendations between the department chair and college dean, the dean shall include a narrative stating the reasons for these differences. The form with attachments must be returned to the faculty member for a second signature (if there is a disagreement, see FSH 3320 A-1 f).

Second Faculty Signature (if applicable) Date

Disclosure of Conflicts
FSH 6240

- If you have a conflict to disclose then you also will need to complete Form FSH 6240A.
- If there is any change in your circumstance that may give rise to potential conflicts or eliminate potential conflicts previously disclosed, then you will need to complete Form FSH 6240A within 30 days of the change.
- Disclose outside employment for compensation of more than 20 hours/week by completing FORM 6240B

☐ I **DO NOT** have any conflicts of interest, conflicts of commitment or apparent conflicts, according to FSH 6240, to report.

☐ I **DO** have any conflicts of interest, conflicts of commitment or apparent conflicts, according to FSH 6240, to report.
☐ I have submitted FSH 6240A and a plan to manage each conflict or apparent conflict to my unit administrator.

Faculty Signature Date

Unit Administrator Signature Date

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #24

3:30 p.m. - Tuesday, April 5, 2016
Brink Hall Faculty-Staff Lounge & Skype

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #23, March 29, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- Ombuds Introduced – Barb Beatty

VI. Committee Reports.

Student Code Task Force - introduction (Brandt)

- **FS-16-056:** FSH 2400 – University Disciplinary Process for Violations of Student Code of Conduct
- **FS-16-058:** FSH 1640.93 Student Disciplinary Review Board & 1640.83 Student Appeal Committee

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #23
FS-16-056 & 058

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #23, Tuesday, March 29, 2016

Present: Anderson, Barbour, Brandt, Brewick, Brown, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Dallas, Flores, Folwell, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Jeffery, LaPrath, Latrell, Mahoney, Murphy, Nicotra, Perret, Vella for Stoll (w/o vote), Teal, Wiencek (w/o vote), Wolf. **Absent:** Adams, Boschetti, Dallas, Foster, Jones-Mensah, Stoll, Wolf. **Guests**: 3

Chair Teal called meeting #23 of the Faculty Senate to order at 3:32. A motion (Anderson/Brown) to approve the minutes from the March 22nd meeting passed without objection.

Chair's Report: Chair Teal reminded Senators that the names of new Senators elected for next year need to be sent to the Office of the Faculty Secretary by April 15th. He also mentioned a request from Alex Roberts from the Dean of Students Office. Mr. Roberts has been asked to do an interview regarding conducting hearings in sexual assault cases as well as the use of transcript notations in cases when a student has been found to have violated our student code. He intends to support both the hearings and the use of transcript notations and hopes to find a faculty member who might present a different perspective.

Provost's Report: Provost Wiencek displayed a draft of the new Strategic Plan which has been submitted. A significant effort was made to reflect the comments received on previous drafts, but obviously not all comments could be incorporated. There are some changes, for instance, the inclusion of sustainability as a principle value. This was on the list, then taken off, and now has been returned because it had significant support. The task force has given the plan a strong endorsement. The Board has a template for all strategic plans. The version presented to the Board will not contain the entire narrative as that which will be made available to the campus community. After the Board approves the plan, a group will be formed to guide the development of the cascading plans.

This process for developing cascading plans probably won't get started until late summer. The Provost thanked all those who have been involved in the development of the strategic plan.

Provost Wiencek reported on ongoing searches:

- The search for a new Dean of the College of Business and Economics has been completed and Professor Mark Chopin from Northern Arizona University has accepted the position.
- The search for the Dean of the College of Education is underway and finalists for that position will be coming in over the next couple of weeks.
- The search for the Vice President of Research is also underway. The Provost is chairing this search and believes that there is a very strong pool, including candidates from land-grant institutions. On-campus interviews will be conducted before faculty leave campus for the summer.

The Provost also briefly discussed reorganization in the Provost's Office to address enrollment management. He is planning to develop a Strategic Enrollment Management structure. This new entity will be concerned with student recruitment along with retention services and graduation rates. These services are currently scattered in various places around the University, the plan is to combine these into one organizational structure. They will be launching a search for a Vice Provost for Strategic Enrollment Management and hope to hire a person in the next few months for this new position so that this person can start work in August. A Senator asked if this position was additive, or would people be leaving. The Provost responded that he was trying to keep the Senate informed, but he wasn't at liberty to provide all the details. He did note that he felt we were all understaffed across the University, including the Provost's Office. We are at a point where we need to invest in enrollment management to ensure we have a good organization in this area. There will be reallocations within his budget to accomplish this reorganization.

Blackboard – ASUI Presentation: Senator Lindsey LaPrath was invited to present the results of the ASUI's inquiry into encouraging faculty to use Blackboard for grading. Senator Laprath has been part of an ASUI committee seeking to gather information on this subject. A resolution regarding this issue had been presented to the Faculty Senate earlier this academic year. Since then, ASUI has gathered more data from students, faculty and staff, as well as peer institutions. The issue is being brought back to the Senate to request that a Faculty Senate committee look into the issue with the ultimate goal of encouraging more faculty to post grades on Blackboard. She explained that ASUI had explored faculty concerns and desire to work with faculty to obtain greater utilization of Blackboard for grading purposes. Their report suggests that the use of Blackboard for posting grades will allow students to obtain early and consistent feedback on grades, and that this will positively affect retention rates. The data in the report shows that only 62% of faculty use Blackboard and of those approximately 3/4 use it for grading purposes. In contrast, 94% of students surveyed said they would find it useful to have more of their grades posted on Blackboard.

Senators who commented were generally supportive of the use of Blackboard, but noted:

- It would take some time and support to develop their ability to use all the possibilities of Blackboard.
- Perhaps there were some differences between disciplines that might affect how Blackboard could be used.
- *To what extent would the use of Blackboard for grades really enhance student performance?* Senator Laprath suggested that it would allow for more consistent feedback which would help students to be more motivated in meeting with their professors when they were struggling.
- A Senator noted that in his experience, Blackboard did help in making students aware of missing assignments.

After more discussions, it was moved (Brandt/Folwell) that the question of encouraging the use of Blackboard for grading be forwarded to the Teaching and Advising Committee for further consideration. The proposal passed without objection.

Committee on Committees Fall 2016-19 Appointments: Vice Chair Brandt presented the list of faculty who have been appointed to Senate committees for next year. The list was approved without objection.

FSH 2400—Student Disciplinary Process: Vice Chair Brandt reported on the activities of a task force designed to review and potentially revise student disciplinary procedures. The task force started out looking at revisions of the student code, but has also considered a more complete overhaul of the process. The goal of these revisions is to bring the UI into compliance with U.S. Department of Education expectations regarding Title IX cases. The task force has also sought to eliminate delays and duplicative procedures, provide due process, and enable both accused students and complaining students to navigate the process more easily. The task force has not made a great deal of progress in realizing these goals. Professor Brandt stated that it is now hoped that the UI General Counsel's Office and the Dean of Students Office would produce a draft of proposed changes during the summer. After receiving such a draft, the task force would be reconvened and bring the proposals to the Senate early in the fall.

While waiting for a more detailed revision, the task force will be bringing forward a set of stopgap revisions to help our existing code function better. These revisions will be brought to the Senate in the near future and will include:

- Remove the role of Faculty Senate Leadership in screening appeals
- Clean up the language for the standard of review
- Clarify the "preponderance of the evidence" standard
- Implement the Student Appeal Committee
- Permit the SDRB to consider cases in panels of three appointed by the Chair of SDRB.

Senators made several comments and raised some questions with regard to this report.

- *Could the task force consider changes to the "preponderance of the evidence" standard and posting of expulsions on student transcripts?* The Faculty Secretary suggested that the University probably had considerable discretion on whether to post expulsions on transcripts, but could not alter the preponderance of the evidence standard since the Office of Civil Rights has stated that this standard must be used.
- *A Senator noted that it would be desirable if the appeals panels had better access to audio accounts of interviews during the investigation process.* Professor Brandt responded noting that the Dean of Student's Office is already putting in place improvements to the investigation process, including training. The investigator's written report will be provided to all parties who will be given an opportunity to provide a written response to the report. The report and any responses will be compiled into one final report that will be provided to reviewers.
- *Can the University reconsider the time frame within which a student falls under the disciplinary process? Is it appropriate to hold students accountable for actions that occurred prior to the student arriving on campus?* Professor Brandt noted that the task force could look at this, but Title IX made it clear that the University has an obligation to provide a safe learning environment. A university's disciplinary procedure might need to consider taking some action on events that occurred before a student arrived on campus. Another Senator stated that if this is the case, the University needed to make sure that students were appropriately notified upon admission to the University.
- *Why is the role of the Senate Leadership in screening appeals being eliminated?* It was thought that this role could be performed by the newly created Student Appeals Committee, without the intervening role of Senate Leadership.
- *A Senator asked if the task force had considered problems related to a non-native speaking student having an advisor to make their case before the SDRB.* Professor Brandt noted that the student could have an advisor. The issue of the role of advisors, or lawyers, in the process might be revisited when the proposals for revision come forward next fall.

Adjournment: With no further business on the agenda, a motion (Folwell/Brewick) to adjourn at 4:36 passed unanimously.

Respectfully submitted,

Don Crowley, Faculty Secretary and
Secretary to the Faculty Senate

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)
[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition ☒ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: FSH 2400 –University Disciplinary Process for Violations of Student Code of Conduct; FSH 1640.93 SDRB, 1640.83 – Student Appeal Committee

Administrative Procedures Manual [APM] Addition ☐ Revision* ☐ Deletion*☐ Emergency
Minor Amendment ☐
Chapter & Title: ____________________

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): **Student Code Task Force – Liz Brandt/Don Crowley Co-Chairs 4/1/16**
(Please see FSH 1460 C) Name Date
Telephone & Email: **ebrandt@uidaho.edu crowley@uidaho.edu**

Policy Sponsor: (If different than originator.) ____________________
Name Date
Telephone & Email: ____________________

Reviewed by General Counsel _X__Yes ____No Name & Date: ____Kent Nelson/Jim Craig on task force_

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

See attached.

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

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

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

If not a minor amendment forward to: ____________________

Policy Coordinator
Appr. & Date:
____
[Office Use Only]

APM
F&A Appr.: _______
[Office Use Only]

FSH
Appr. ____________
FC ____________
GFM ____________
Pres./Prov. __________
[Office Use Only]

Track # ____________
Date Rec.: ____________
Posted: t-sheet ____________
h/c ____________
web____________
Register: ____________
(Office Use Only)

Memo

To: Student Disciplinary Task Force
From: Liz Brandt
Date: March 28, 2016
Re: Actions and Roadmap for Moving Forward

1. Immediate Actions.

Draft to implement several actions we agreed to move forward with immediately:

a. Revisions to FSH 2400:
    A. Removing Faculty Senate Leadership screening of appeals
    B. Cleaning up the language for the standard of review
    C. Clarifying the "preponderance of the evidence" standard
    D. Implementing the Student Appeal Committee. We have changed the wording here and refer to the three person groups of the Appeal Committee the "subcommittee."
    E. Permitting the SDRB to consider cases in panels of three appointed by the chair. We have implemented this change by referring to the small groups of the SDRB as an SDRB Panel.
b. Revisions to FSH 1640 – University Committees:
    A. Revising the proposed Student Appeal Committee – FSH 1640.83
    B. Revising the SDRB – FSH 1640.93

2. Future Actions.

We plan to consider a more substantial revision of the disciplinary procedures. This revision will be prepared by the Office of General Counsel and The Dean of Students Office after participation by key participants in the process in an Institute on Title IX student disciplinary processes. The goal of these revisions will be to bring the UI into compliance with US Dept. of Ed. expectations regarding Title IX cases, to eliminate as many delays and duplicative procedures as possible, to provide due process to students, and to enable both accused students and complaining students to navigate the disciplinary process more easily.

When the revision is prepared, Senate Leadership will reconvene this task force to consider the revision with the plan to present a draft of new procedures to the Senate as early as possible in the Fall Semester 2016. Upon approval by the Senate, we will ask the President to call a special faculty meeting if necessary (depending on the timing of the Senate action) to implement the new code procedures on as expedited a basis as possible.

2400
UNIVERSITY DISCIPLINARY PROCESS FOR VIOLATIONS OF STUDENT CODE OF CONDUCT

PREAMBLE: This section outlines UI's student disciplinary system to inform students of the University process for resolving alleged violations of the Student Code of Conduct. In July 1993 membership and quorum was changed on the University Judicial Council and July 2008 the committee composition was moved into FSH 1640 Committee Directory. This section dates from the 1979 Handbook *with relatively minor revisions as noted until 2014. In 2014 the Dean of Students Office, General Counsel, and a sub-committee of University Judicial Council and Faculty Senate, conducted a thorough review of all policies related to the Student Code of Conduct. All disciplinary language from FSH 2200 Statement of Student Rights and FSH 2300 Student Code of Conduct was consolidated into this policy and updated removing redundancies in policy. The objective is to provide a process that allows for fact-finding and decision-making that balances the rights of the individual with the legitimate interests of the University. For further information, contact the Dean of Students (208-885-6757).* [rev. 7-08, 7-14]

A. Introduction
B. Judicial and Disciplinary Bodies
C. Procedures
D. Sanctions
E. Interim Suspension

A. INTRODUCTION. The purpose of the Student Code of Conduct is to educate students about their civic and social responsibilities as members of the University community. The primary focus of the disciplinary process is on educational and corrective outcomes; however, sanctions such as suspension or expulsion from the University may be necessary to uphold community standards and to protect the campus community. Any and all matters consistent with the Student Code of Conduct ("Code") [2300] and the Statement of Student Rights [2200] are handled by the system under the following rules and regulations.

A-1. DEFINITIONS:

a. Advisor: the person of the student's choosing who has agreed to advise a student during the University disciplinary process and attend scheduled meetings with the student. Students should choose an advisor who is available to attend any scheduled meetings, because advisor availability is not considered in scheduling meetings.

b. Days: days when the university is open for business, not including Saturday, Sunday, and University holidays. Time deadlines may be extended during breaks, University holidays, and for extenuating circumstances (e.g., non-Moscow locations) at the Dean of Students' discretion.

c. DOS: the Office of the Dean of Students, which is responsible for the administration of the Student Code of Conduct, and includes the Dean of Students and his/her designees.

d. "Educational Setting" refers to all the academic, educational, extracurricular, athletic and other programs of the University of Idaho, whether those programs take place in a University facility, at a University class or training program, or elsewhere.

e. The Family Educational Rights and Privacy Act of 1974 ("FERPA") is a federal law that governs the confidentiality of student education records.

f. Group: a number of students who are associated with each other, but who have not complied with University requirements for registration as an organization.

g. Interviews/meetings/hearings: Students at the Moscow campus will meet in person with DOS or hearing boards. Students at other locations will have the option to connect with DOS or hearing boards via visual medium (i.e. Lync or Skype). Exceptions may be made for extenuating circumstances.

h. Notice:

(1) Any notice required by the Student Code of Conduct shall be provided in writing via email to the student's official email account (i.e., *@vandals.uidaho.edu).

(2) Students who do not have an official email account will receive notice via any email account the student provided the university.

(3) Notice is deemed received the day after it is sent by email.

i. Organization: any number of persons who have complied with the formal requirements for University recognition.

j. Student: includes all persons admitted to the University, either full-time or part-time, to pursue undergraduate, graduate, or professional studies, and includes non-degree seeking students. The following persons are also considered "students":

(1) Persons who withdraw after allegedly violating the Student Code of Conduct;

(2) Persons who are not officially enrolled for a particular term but who have a continuing relationship with the University;

(3) Individuals participating in the American Language and Culture Program;

(4) Individuals participating in Independent Study of Idaho sponsored by the University of Idaho.

k. Student Code of Conduct: herein referred to as "Code" (see FSH 2300).

l. SDRB: Student Disciplinary Review Board (see FSH 1640.93).

m. UI's Office of General Counsel: herein referred to as "General Counsel" and includes any staff members.

n. University: University of Idaho, which includes all campus locations, extension programs, and distance education programs.

B. REVIEWING BODIES. The disciplinary system consists of the following: SDRB, ~~Faculty Senate~~Student Appeal Committee, President, and Regents.

B-1. SDRB. (see FSH 1640.93)

a. Scope of Responsibility.

(1) A review panel of the SDRB adjudicates the following:

(a) Any alleged violation of the Code that may not be appropriately handled within the living-group disciplinary body or that is not otherwise resolved by DOS.

(b) Any alleged violation of ASUI rules and regulations not specifically designated to be adjudicated elsewhere.

(c) Any matter that a living-group disciplinary body declines to adjudicate.

(2) A review panel of the SDRB adjudicates requests for review of decisions of living-group disciplinary bodies and requests for review of decisions of any ASUI disciplinary bodies.

b. Range of Sanctions. The SDRB panel has the full range of sanctions set forth in D below.

B-2. ~~Faculty Senate~~Student Appeal Committee. (see FSH 1640.83~~580~~) ~~A~~ T~~t~~hree members of the ~~person panel of~~ ~~T~~the ~~Faculty Senate~~ Student Appeal Committee reviews ~~adjudicates requests for review of~~ SDRB decisions that include a sanction of suspension, expulsion, or withholding or revoking a degree.

B-3. President. The President's office adjudicates requests for review of ~~Faculty Senate~~ Student Appeal Committee decisions.

B-4. Board of Regents. The Board of Regents adjudicates final decisions made at the institutional level in accordance with Board of Regents policies.

C. PROCEDURES: All deadlines provided below are default provisions and are subject to change by written agreement of both parties. Failure to abide by any deadline will not be grounds for dismissal of the allegations.

C-1. Reporting of Alleged Violations and Initial Investigation by DOS.

a. Reporting Alleged Violations. Any person who has knowledge of an alleged violation of the Code should inform DOS of such alleged violation as soon as possible.

b. Initial Investigation. DOS shall receive all reports of alleged violations and investigate to determine whether the allegation is credible.

(1) Students who are suspected of violations may be interviewed by DOS, but they must be informed by DOS at the beginning of such interview of the right to not speak to DOS and the reason for the interview. No form of coercion or harassment shall be used in the interview.
(2) When a student is being interviewed by a third party and DOS is observing such interview, the student must be informed of the fact that DOS is observing and informed of the right to not speak to DOS.
(3) DOS may speak with witnesses of the alleged incident, as well as the persons injured by the alleged violation. Any witness or other person having knowledge of the alleged violation may provide DOS with any relevant information or materials.
(4) When the allegations in a student's complaint include Sexual Harassment or Gender-Based Harassment, DOS must investigate the incident and take immediate steps to protect the persons who were injured by the alleged violation in the Educational Setting.
(5) DOS may delay fact-finding while law enforcement authorities are gathering evidence; once notified that law enforcement has completed gathering evidence, DOS must promptly resume fact finding. DOS may not await the ultimate outcome of a law enforcement investigation or the filing of charges before resuming or beginning fact finding.

c. Notice of Alleged Violation. If DOS determines that the allegation is credible, DOS shall provide the student accused of violating the Code with written notice of the allegation. Such notice shall include:

(1) the alleged misconduct,
(2) the section of the Code alleged to have been violated,
(3) a time and date that does not conflict with the student's class schedule to meet with DOS to discuss the allegation(s),
(4) a statement that the student may have an advisor present with him/her at the meeting,
(5) a statement that the student does not have to speak with DOS about the allegation(s),
(6) a statement that failure to show up for the meeting or to contact DOS to reschedule the meeting will be presumed to be the student's exercise of his/her right to not speak with DOS, and
(7) a statement that the investigation and determination regarding the allegation will proceed regardless of whether the student speaks with DOS.

d. Meeting with DOS. The student is given an opportunity to meet with DOS regarding the allegations, unless DOS has already interviewed the student (see C-1. b above). Except where the student agrees otherwise, the meeting with DOS may be scheduled no sooner than 2 days after receiving notice by email.

At this meeting, the student is given the opportunity to give his/her account of the incident leading to the allegation(s), and to provide DOS with the names and contact information of individuals who have personal knowledge of the incident or circumstances pertaining to the allegation(s). The student may have an advisor present at this meeting. If the student does not appear for his/her meeting and fails to contact DOS to reschedule before the meeting time, it will be presumed that the student has exercised his/her right to not speak to DOS.

e. Investigation & Determination. After the meeting time has passed, DOS shall continue its investigation of the allegations. DOS may speak with witnesses of the alleged incident, as well as the persons injured by the alleged violation. Any witness or other person having knowledge of the alleged violation may provide DOS with any relevant information or materials. When allegations include sexual harassment or gender based harassment, both parties should receive periodic updates from DOS. Many factors influence the time spent on investigating allegations with most being concluded within 60 days following receipt of the allegation(s).

Once the investigation is concluded, DOS shall make a finding as to whether the alleged violation occurred by a preponderance of the evidence (the "standard"). If DOS finds that the alleged violation occurred by that standard, DOS shall determine the appropriate sanction(s) and provide the student with written notice of the determination, the factual basis for the determination, any sanction(s) and information referencing this policy and timeframe.

(1) If the student accepts the determination made by DOS and the sanctions imposed, the student will sign an agreement to that effect within 5 days of receiving notice of the determination and sanctions. This agreement will contain language that informs the student of the following:
   (i) that the determination and sanctions are final;
   (ii) that the sanctions go into effect immediately; and
   (iii) that the student waives his/her right to request a review of the determination and sanctions.

(2) If the student does not accept the determination made by DOS and the sanctions imposed, and does not sign an agreement to that effect within 5 days of receiving notice of the determination and sanctions, then:
   (i) If the sanctions determined appropriate by DOS does not include suspension, expulsion, or withholding or revoking a degree, then the process continues in accordance with C-2.
   (ii) If the sanctions determined appropriate by DOS include suspension, expulsion, or withholding or revoking a degree, then the process continues in accordance with C-3.

(3) At the conclusion of each semester, DOS shall provide a descriptive written report to the SDRB summarizing the accepted determinations entered into during the course of the semester. This report will also be forwarded by DOS to the Faculty Secretary.

(4) When allegations include sexual harassment or gender based harassment both parties receive a response regarding the outcome of the complaint within 10 business days following the decision.

C-2. Requests for a SDRB review for sanctions other than suspension, expulsion, or withholding or revoking a degree.

a. The student must submit a written request for a SDRB review to DOS no later than 5 days after the student receives notice of the determination and sanctions via email. Any student who fails to submit the written request for a SDRB review by the deadline will be informed by DOS of the following in a Failure to Seek Review Letter:

(1) that the determination and sanction imposed by DOS is the final institutional decision,
(2) that the sanctions go into effect immediately, and
(3) that the student may request a review by the Board of Regents pursuant to C-9.

b. The written request for a SDRB review must cite at least one of the following reasons for the review and must provide supporting arguments and documentation as to why a SDRB review should be granted on those grounds:

(1) DOS failed to properly investigate the allegation and such failure was both substantial and to the student's detriment;
(2) There is such a clear factual error that DOS could not possibly find that a violation of the Code occurred;
(3) The sanctions are excessive for the violation given the circumstances. Simple dissatisfaction with a sanction is not grounds for appealing a sanction under this provision;
(4) New information that could substantially affect the outcome of DOS's investigation and determination has been discovered since the determination was made. The information must have been unavailable at the time of DOS's investigation. Failure to inform DOS of information that was available is not grounds for requesting a SDRB review under this provision;
(5) DOS committed a substantial procedural error that materially impacted its investigation and

determination to the student's detriment.

c. DOS shall provide the Chair of SDRB with all received requests for a SDRB review and the Chair of the SDRB appoints a three member panel and selects its chair.~~, along with a statement of whether DOS believes each received request meets the requirements above~~.

d. Upon receiving a request for review a SDRB panel may:

(1) deny ~~shall review each~~ the request ~~for a review~~ within 5 days of receipt because ~~and make an initial determination of whether~~ the request fails to meet ~~meets~~ the requirements above~~.~~
~~(1) For requests that fail to meet the requirements above, SDRB will deny the request~~ and inform both the student and DOS of its decision. The determination made by DOS and the sanctions imposed will become final, this is deemed a final institutional decision, and the student may request a review by the Board of Regents pursuant to C-9, within 5 days of receiving notice of the SDRB denial.

(2) decide ~~For requests that meet the requirements above, SDRB will determine whether~~ to adjudicate the request based on written submissions only, ~~or whether to adjudicate the request through a hearing, and~~ the SDRB panel shall ~~will~~ inform both the student and DOS of its determination. SDRB may request additional information or documentation from the student or DOS.~~, independent of the form of adjudication chosen~~.
~~(i)~~ For reviews involving written submissions only, SDRB will provide DOS with a reasonable amount of time to present any information or materials (generally no more than 5 days).

(3) ~~(ii)~~ decide to hold ~~For reviews that involve~~ a hearing. ~~, t~~The ~~Chair of~~ SDRB panel chair will schedule the hearing to occur no later than 10 days after the panel's ~~SDRB~~ decision to adjudicate the request through a hearing, at a time that does not conflict with the student's class schedule. The ~~Chair of~~ SDRB panel chair shall not consider the availability of any advisor in setting the hearing date and time. Both the student and DOS must submit any materials intended to be introduced and considered at the hearing to both SDRB panel chair and the other party by noon pacific time of the day before the hearing. Only materials submitted to both the ~~Chair of~~ SDRB panel chair and the other party by the deadline may be introduced and considered at the hearing. The hearing will be conducted in accordance with C-4.

C-3. Scheduling a SDRB hearing for a student sanctioned with suspension, expulsion, or withholding or revoking a degree.

a. DOS will notify the Chair of SDRB that a hearing is necessary because the student did not agree to the determination made by DOS and the sanctions included suspension, expulsion, or withholding or revoking a degree.

b. ~~Except in extraordinary circumstances, t~~Upon receiving notice from DOS, the Chair of SDRB will appoint an SDRB panel of three members and a panel chair. The Chair of SDRB shall promptly notify DOS and the other parties of the members of the panel and the chair.

c. DOS shall be responsible for maintaining a record of all the panels, their assignment, and shall monitor whether the required notifications under the disciplinary process have taken place.

d. The panel chair will schedule the hearing to occur no later than 10 days after being notified by DOS of the need for a hearing, at a time that does not conflict with the student's class schedule. The 10 days can be extended under compelling circumstances. Both DOS and the student may have an advisor present at the hearing. However, the SDRB panel chair shall not consider the availability of any advisor in setting the hearing date and time.

~~c.~~e. Both the student and DOS must submit any materials intended to be introduced and considered at the hearing to both the SDRB panel chair and the other party by noon pacific time of the day before the hearing. Only materials submitted to both the ~~Chair of~~ SDRB panel chair and the other party by the deadline may be introduced and considered at the hearing. The hearing will be conducted in accordance with C-4.

C-4. SDRB Disciplinary Hearing Process: The purpose of a SDRB hearing is to determine whether, by a preponderance of the evidence (the "standard"), ~~it is more likely than not that~~ the student violated the Code.

a. In hearings involving more than one student, the Chair of the SDRB ~~chair~~ has the discretion to permit the hearings concerning each student to be conducted before two separate SDRB panels~~separately~~.

b. The ~~chair of~~ SDRB panel chair may issue a notification to any UI student requiring such individual to appear at a SDRB hearing as a witness. Such notification will be delivered in accordance with A-1.f. The notification shall inform the student that it is a violation of the Code to

(1) fail to appear or to refuse to speak as a witness, unless such act would force the student to speak against him/herself, in which case the student must promptly notify the ~~chair of~~ SDRB panel chair that the student will not appear or speak for this reason;
(2) disrupt, impede, threaten, or disregard the procedures of the SDRB; and
(3) provide information to the SDRB that the student knows or should know to be false.

When a student notifies the SDRB panel chair ~~of SDRB~~ pursuant to (1) above, the chair shall promptly notify both parties.

c. A student's failure to appear at the SDRB hearing or to speak as a witness will have no bearing on the question of whether the student violated the Code and may not be used to conclude that a violation occurred, except as to allegations of failure to appear (see FSH 2300 Article I.A-5.h).

d. ~~SDRB~~ DOS shall record the audio of the SDRB hearing. The audio record will be the property of the UI, will be maintained by DOS, and will be used in accordance with applicable privacy laws.

e. Relevancy is the only criteria by which information submitted is evaluated. Relevancy is determined by the ~~Chair of~~ SDRB panel chair. All oral or written information statements, records, etc., as well as copies of the same, shall be considered by members of the SDRB panel as long as the ~~Chair of~~ SDRB panel chair determines that such items are relevant.

(1) Second-hand information is relevant if it is of the type commonly relied upon by prudent persons in the conduct of their affairs.
(2) Character witnesses who lack knowledge of the incident being heard or circumstances pertaining to the allegation(s) lack relevant information and therefore may not be witnesses at the hearing.
(3) Any person present at the SDRB hearing may ask the SDRB panel c~~C~~hair ~~of SDRB~~ to determine whether any oral or written information, statement, record, etc. or question or answer is relevant.
(4) All questions regarding SDRB hearing procedures and determinations of relevancy are subject to the final decision of the ~~Chair of~~ SDRB panel chair.

f. The Chair of SDRB or any SDRB panel chair may request assistance by General Counsel regarding any questions of SDRB hearing procedures and determinations of relevancy.

g. Hearings shall be conducted in private. The following individuals are permitted at a SDRB hearing:

(1) the student,
(2) the student's advisor,
(3) members of the SDRB panel,
(4) DOS,
(5) DOS's advisor,
(6) General Counsel,
(7) persons who reported or were injured by the alleged violation, and their advisor,
(8) except for the student and the persons who were injured by the alleged violation, witnesses are allowed only during their testimony,
(9) any person approved by the chair.

h. If the student fails to appear at the SDRB hearing despite proper notice, DOS shall present any information, materials, and witnesses to support its determination of a violation of the Code. Based on the DOS presentation, the SDRB panel shall make its determination.

i. The ~~Chair of~~ SDRB panel chair shall ensure the smooth operations of the SDRB hearing, and may remove any individual who disrupts the SDRB hearing.

j. DOS has the responsibility of providing sufficient information, materials, and witnesses to support its assertion that the student violated the Code. The student has no obligation to provide any information, materials, or witnesses, and is presumed to not have violated the Code.

k. Generally, the SDRB hearing shall be conducted in the following order:

(1) The ~~Chair of~~ SDRB panel chair will ask each individual present at the SDRB hearing to identify him/herself by providing his/her name and role at the SDRB hearing

(2) The ~~Chair of~~ SDRB panel chair will remind the student of:
- (i) the right to have an advisor,
- (ii) the right to refuse to speak as a witness, and
- (iii) that the refusal to speak as a witness will have no bearing on the question of whether the student violated the Code and may not be used to conclude that a violation occurred

(3) DOS will have the opportunity to make any opening remarks.

(4) The student will have the opportunity to make any opening remarks.

(5) DOS will have the opportunity to present any information, materials, and witnesses.
- (i) The student and SDRB panel members will have the opportunity to ask questions ~~of any witnesses~~, except as described in (ii) below.
- (ii) When the allegations involve sexual harassment or gender-based harassment, neither the student nor his/her advisor will be permitted to directly question the persons injured by the alleged violation. Instead, questions from the student or his/her advisor may be submitted in writing to the ~~Chair of~~ SDRB panel chair who will ask any questions determined to be relevant.

(6) The student will have the opportunity to present any information, materials, and witnesses.

~~(7)~~ DOS and SDRB panel members will have the opportunity to ask questions ~~of any witnesses~~.

(7~~8~~) DOS will have the opportunity to make any closing remarks.

(8~~9~~) The student will have the opportunity to make any closing remarks.

(9~~10~~) DOS will have the opportunity to respond to the student's closing remarks.

(10~~1~~) The SDRB panel shall meet in a closed session to discuss and make its decision. ~~The chair of the SDRB, or the designee in the event of absence of the chair, is permitted to vote only in the event of a tie vote.~~

C-5. Results of SDRB Hearing.

a. Within 3 days of completing its adjudication, whether through written submission only or through a hearing, the SDRB panel will issue a written determination of its findings to the student and DOS.

(1) The SDRB panel's decision must be based on a majority vote,

(2) For SDRB review of matters involving sanctions other than suspension, expulsion, withholding or revoking a degree, the SDRB panel decision must
- (i) identify the stated basis for SDRB review,
- (ii) state the SDRB's panel's conclusion as to that basis, and
- (iii) identify the facts, conduct, or circumstances it found to support its conclusion.

(3) For SDRB panel review of matters involving sanctions of suspension, expulsion, or withholding or revoking a degree, the SDRB panel decision must
- (i) state whether the DOS conclusion that by a preponderance of the evidence (the "standard") the student ~~more likely than not~~ violated the Code is supported by the information, materials, and witnesses presented at the SDRB hearing, and
- (ii) identify the facts, conduct, or circumstances it has found to support its conclusion.

(4) SDRB panel can:

(i) uphold the decision and sanction(s),
(ii) uphold the decision but revise the sanction(s),
(iii) return the matter to DOS for reinvestigation and reconsideration, or
(iv) dismiss the decision and the sanction(s) ~~after consulting with General Counsel~~.

b. As to students whose sanctions do not include suspension, expulsion, or withholding or revoking a degree, the SDRB panel decision is the final institutional decision and any sanctions go into effect immediately. Such SDRB panel decision may be appealed to the Board of Regents pursuant to C-9.

c. As to students whose sanctions include suspension, expulsion, or withholding or revoking of a degree, the student may request, in writing, a review of the SDRB decision by ~~the~~ the ~~Faculty Senate~~ Student Appeal Committee (see FSH 1640.83) pursuant to C-6.

C-6. Requests for Student Appeal Committee Review (see FSH 1640.83) ~~**by Faculty Senate**~~**.**

a. Written requests for an appeal~~review~~ ~~a faculty senate review~~ must be delivered to DOS no later than 3 days after the student is provided notice of the SDRB panel determination via email. Any student who fails to submit the written request for a ~~faculty senate~~ review by the deadline will be informed by DOS of the following in a Failure to Seek Review Letter:
(1) that the determination and sanction imposed by SDRB panel is the final institutional decision,
(2) that the sanctions go into effect immediately, and
(3) that student may request a review by the Board of Regents pursuant to C-9.

b. The written request for an appeal ~~review~~ must cite at least one of the below reasons and must provide supporting arguments and documentation as to why ~~a faculty~~ ~~senate~~ an appeal~~review~~ should be granted on th~~o~~ese grounds:
(1) ~~SDRB could not reasonably determine that there was no substantial and detrimental failure to properly investigate by DOS~~There was a substantial and detrimental failure to properly investigate by DOS and, as a result, the SDRB panel could not ~~;have~~ reasonably determined ~~the~~ that a violation of the Code occurred;
(2) There was clear factual error and, as a result, the SDRB panel could not reasonably determine ~~that there was no clear factual error that would prevent concluding that~~ a violation of the Code occurred;
(3) Sanctions imposed by the SDRB panel are excessive for the violation given the circumstances. Simple dissatisfaction with a sanction is not grounds for appealing a sanction under this provision;
(4) New information that could substantially affect the outcome of DOS's investigation and determination has been discovered since the SDRB~~'s~~ panel's determination was made. The information must have been unavailable at the time of DOS's investigation. Failure to inform DOS of information that was available is not grounds for requesting additional review under this provision.
(5) There was substantial procedural error that materially impacted the SDRB panel decision to the student's detriment.

~~**c.** DOS shall provide the Faculty Senate Leadership with all requests for a senate review, along with a statement of whether DOS believes each request meets the requirements above.~~

d. The chair of the Student Appeal Committee~~Faculty Senate Leadership~~ shall, within 5 days from receipt of the request, appoint a three member subcommittee of the Student Appeal Committee to consider an appeal (see FSH 1640.83 B-1). The Chair of the Student Appeal Committee shall designate the subcommittee chair from the three members and inform DOS and the parties of the chair and members of the subcommittee. The chair may not be a student. Persons appointed must have no interest in or involvement with the parties to or the subject matter of the situation under review.

e. DOS will provide the subcommittee with the audio recording of the SDRB hearing, all submitted material, and the DOS response to the student's submission within a reasonable amount of time (generally no more than 5 days).

~~review each request within 5 days of receipt and determine whether the request meets the requirements above.~~

~~(1) For requests that fail to meet the requirements above, the Faculty Senate Leadership will deny the request and inform the student, the Chair of SDRB, and DOS of its decision. The determination made by the SDRB will become final and the sanctions imposed will become effective immediately as of the original date of the SDRB determination, this is deemed a final institutional decision, and the student may request a review by the Board of Regents in accordance with C-9.~~

~~(2) For requests that meet the requirements above, the . Faculty Senate Leadership, will, within 10 days from receipt of the request, appoint three of its members to~~ members of the Student Appeal Committee ~~to~~ ~~a review panel. The chair may not be a student. Persons appointed must have no interest in or involvement with the parties to or the subject matter of the situation under review.~~

~~**e.** The senatereview panel is a review of the materials submitted only; there is no hearing, although the panel may request additional materials from the parties.~~

~~**f.** DOS will provide the senate review panel with the audio recording of the SDRB hearing, along with the DOS response to the student's submission within a reasonable amount of time (generally no more than 5 days).~~ *[ed. 1-15]*

C-7. Results of ~~Faculty Senate Review Panel~~the Student Appeal Committee Review. The appeal is a review of the materials submitted only. A subcommittee will determine whether the request meets the requirements above in C-6 b. except in extraordinary circumstances, the subcommittee will review all materials submitted, and provide a written decision to both parties within 10 days of receiving all the materials from DOS.

a. For requests that fail to meet the requirements above, the subcommittee will deny the request and inform the student, the SDRB chair, the SDRB panel chair, and DOS of its decision. The determination made by the SDRB panel will become final and the sanctions imposed will become effective immediately as of the original date of the SDRB panel determination, this is deemed a final institutional decision, and the student may request a review by the Board of Regents in accordance with C-9.

b. ~~**a.** Except in extraordinary circumstances, the review s will review all materials submitted, and provide a written decision to both parties within 10 days of receiving all the materials from DOS.~~ For requests that meets the requirements above in C-6 b.:

(1) The ~~review panel~~subcommittee's decision must
  (i) be based on a majority vote,
  (ii) identify the stated basis for ~~faculty senate~~ the ~~review~~appeal,
  (iii) state the ~~faculty senate panel's~~ conclusion as to that basis, and
  (iv) identify the facts, conduct, or circumstances it found to support its conclusion.

(2) The ~~review panel~~ subcommittee can:
  (i) uphold the SDRB panel decision,
  (ii) uphold the SDRB panel decision but revise the sanction(s),
  (iii) return the matter to DOS for reinvestigation and reconsideration or to SDRB for reconsideration, or
  (iv) dismiss the decision and the sanctions ~~after consulting with General Counsel~~.

~~b~~c. If the decision of the ~~senate review panel~~ subcommittee is to uphold the SDRB panel decision the sanctions are effective immediately as of the original date of the SDRB panel determination.

C-8. Request for Review by the President.

a. Students whose sanctions include suspension, expulsion, or withholding or revoking of a degree may request a review of the ~~faculty senate panel~~ subcommittee's decision by the president.

b. Written requests for review by the president are accepted and must be delivered to both DOS and the President's O~~o~~ffice no later than 3 days after the student is provided notice of the ~~faculty senate~~ subcommittee~~panel~~'s determination via email.

c. The president has complete discretion whether to engage in any review of the ~~faculty~~ ~~senate~~ subcommittee~~panel~~'s decision, including what materials to consider and from whom.

d. The president's decision after a review, or the president's decision to decline to engage in any review, is the final institutional decision.

e. The president will provide a written decision to both parties.

C-9. Requests for Review by the Board of Regents. Any student may appeal a final institutional decision to the Board of Regents in accordance with Idaho State Board of Education Governing Policies and Procedures Section III.P.18.

C-10. Requests for Review by DOS. DOS may request a review of any decision of ~~the~~ a SDRB panel, ~~faculty~~ Student Appeal Committee ~~senate~~~~review~~ subcommittee~~panel~~(s), and President in the same fashion as that provided to a student in C-6, C-8, and C-9 asserting any of the following:

a. The decision contained clear factual error;

b. Sanctions imposed by the decision are insufficient for the violation given the circumstances. Simple dissatisfaction with a sanction is not grounds for appealing a sanction under this provision;

c. New information that could substantially affect the outcome of the decision has been discovered since the determination was made;

d. The decision contained substantial procedural error.

C-11. Disclosure of Outcome Involving Sexual Harassment and Gender Based Harassment.

a. Both parties will be notified, in writing, of the outcome of an alleged violation and any review. "Outcome" for these purposes means whether the harassment was found to have occurred. The University will only disclose information to the harassed student about the sanctions imposed when they directly relate to the harassed student, such as a sanction of no contact with the complainant.

b. When the allegations include a crime of violence or a non-forcible sex offense (as defined by FERPA), the University will disclose to the alleged victim of such crime or offense the final results of any disciplinary proceeding conducted by the University against a student who is an alleged perpetrator of such crime or offense. If the alleged victim is deceased as a result of such crime or offense, the next of kin of such victim shall be treated as the alleged victim for purposes of this paragraph. The University may disclose to anyone, upon written request, the final results of a disciplinary proceeding if the University determines that the student is an alleged perpetrator of a crime of violence or a non-forcible sex offense, and, with respect to the allegation made, the student has committed a violation of the institution's rules or policies. "Final results" for these purposes means the name of the accused student, any violation found to have been committed, and any sanction imposed against the accused student by the University.

c. When the allegations include a sex offense (as defined by FERPA), both parties must be informed of the outcome of any institutional disciplinary proceeding (APM 95.20). "Outcome" for these purposes means the University's final determination with respect to the alleged sex offense and any sanctions imposed.

D. SANCTIONS.

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

a. Warning: a written notice to the student.

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

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

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

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

f. Administrative Fees: minimum of $150.

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

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

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

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

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

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

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

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

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

D-5. The Regents of UI adopted guidelines for enforcing alcohol restrictions which include sanctions for violation of these restrictions. The sanctions below are the minimum sanctions imposed on students who have violated alcohol restrictions as described in the Code.

D-6. The University may notify parents of students under the age of 21 when a student has been found to have committed a drug or alcohol-related violation. The student will be responsible for administrative and educational costs of any and all sanctions imposed for alcohol related violations.

D-7. Sanctions imposed for alcohol related violations:

First infraction:	Open container or minor in possession violations.
Sanction:	Completion of educational program.
First infraction:	Illegal distribution of alcohol.
Sanction:	Completion of community service, period of probation, and educational programs.

Second Infraction:	Without injury; or without conduct likely to lead to injury.
Sanction:	Completion of a treatment and/or educational program.
Second Infraction:	With injury; or conduct likely to lead to injury.
Sanction:	Notification to the criminal justice system, strict probation, and, a treatment or educational program.
Third Infraction:	Without injury; or without conduct likely to lead to injury.
Sanction:	Referral to the appropriate administrative body of the institution for appropriate action, which must include, at least, suspension from school for one semester.
Third Infraction:	With injury; or conduct likely to lead to injury.
Sanction:	Referral to the appropriate administrative body of the institution for appropriate action, which must include, at least, referral to the criminal justice system and expulsion from the institution for one year.

E. INTERIM SUSPENSION. In certain circumstances, the Dean of Students may impose an interim suspension on a student prior to completing the investigation described in C-1.e. The interim suspension is effective immediately. During the interim suspension, the student shall be denied access to the residence halls and/or to the campus (including classes) and/or all other University activities or privileges for which the student might otherwise be eligible, as the Dean of Students may determine to be appropriate and as provided in the written notice.

E-1. Interim suspension may be imposed only:

a. To ensure the safety and well-being of members of the University community or preservation of University property;
b. To ensure the student's own physical or emotional safety and well-being; or
c. If the student poses an ongoing threat of disruption of, or interference with, the normal operations of the University.

E-2. A student placed on interim suspension shall be given written notice of this action, which shall include:

a. the reasons for the interim suspension, and
b. information concerning the right to appeal the decision for interim suspension.

E-3. Interim Suspension Review Process:

a. The student must submit a written document to DOS outlining the basis for the review and supporting documentation and/or other information.
b. The DOS will submit all documents received, as well as DOS response, to the Chair of SDRB within 1 day of receiving the student's documents.
c. The Chair of SDRB and at least two other SDRB members will review all submitted materials and render a decision within 3 days. This decision is a final institutional decision subject to review by the Board of Regents in accordance with C-9.

FS-16-058

1640.93 - STUDENT DISCIPLINARY REVIEW BOARD (SDRB)

A. FUNCTION. UI's disciplinary review process for alleged violations of the Student Code of Conduct is established and maintained for the handling of disciplinary matters concerning UI students ("student" is defined in FSH 2300 I.A-6 and 2400 A-1.) The SDRB is one of the reviewing bodies involved in the review process set out in FSH 2400 which covers ~~A~~any and all matters that are related to and consistent with the Student Code of Conduct (FSH 2300) and the Statement of Student Rights (FSH 2200). ~~are handled by the review process set out in FSH 2400.~~ *[rev. 7-14]*

B. STRUCTURE AND MEMBERSHIP. The SDRB is broadly representative of the academic community. The SDRB consists of ~~eleven~~ thirteen members: five faculty members, two staff, five undergraduate students and one graduate student. The chair is responsible for forming a panel (see B-1 below) and designating the chair. Given the nature of responsibility of the Chair of SDRB, Committee on Committees will first consider a tenured faculty member. ~~Faculty members are selected by the Committee on Committees. Undergraduate student members are appointed by the Associated Students University of Idaho (ASUI) President with the advice and consent of the ASUI Senate. The graduate student is appointed by Graduate & Professional Student Association (GPSA). To allow SDRB members to gather a greater history of and confidence in the disciplinary review process, a two-year term is recommended. To assure a quorum, alternates are appointed to the SDRB from a list of those who have previously served on the SDRB.~~ *[rev. 7-14]*

B-1. Panel: The chair of the SDRB shall appoint a three person panel from the committee to hear matters presented to the SDRB pursuant to FSH 2400. Each panel will consist of at least one faculty member and, if possible, at least one student. A student may not chair any panel. Persons appointed must have no interest in or involvement with the parties to or the subject matter of the situation under review. ~~**C. QUORUM.** Five members constitute a quorum (see FSH 2400 C-5 a(1)). *[ed. 7-09, rev. 7-14]*~~

~~D~~C. SPECIAL CONSIDERATION. Each committee member will be required to participate in Title IX training and other training as needed. Members serving on the SDRB should be aware that federal regulations governing the handling of disciplinary matters recommend a specific hearing time schedule. Therefore, SDRB members may need to be available for approximately two to four hours within as little as five days of a student being notified of the alleged violation of the Student Code of Conduct. *[add. 1-14, rev. 7-14]*

Student Appeals Committee – FSH 1640.83

A. Function. To conduct a review at the request of a student who wishes to appeal a decision of any ~~the~~ Student Disciplinary Review Board panel in matters that include a sanction of suspension, expulsion, or withholding or revoking a degree. A subcommittee (see B-1 below) of the Student Appeals Committee, ~~Faculty Senate Leadership~~ will make a determination as to whether the student's appeal meets the qualifications as stated in FSH 2400 C-6 ~~and if so, will form a review panel (see B-1 below) from the committee~~.

B. Structure and Membership. The committee shall be composed of ~~nine~~ twelve members to include six faculty (at least two will be from the current year's Faculty Senate), two staff, and three students (at least one undergraduate and one graduate student) who will be eligible to serve on a ~~review panel~~subcommittee as noted in ~~(see~~ B-1 below~~)~~. The term of membership is three years, with initial terms staggered to form a rotation pattern. ~~Each committee member will be required to participate in Title IX training.~~

B-1. ~~Review Panel~~Subcommittee: For each appeal, the Chair of the Student Appeal Committee shall appoint~~Faculty Senate Leadership will select~~ a three member subcommittee and designate a chair.~~person review panel from the above committee. If possible, e~~ Each ~~panel~~ subcommittee will consist of at least one~~two~~ faculty member and, if possible, at least one student. A student may not chair any subcommittee. Persons appointed must have no interest in or involvement with the parties to or the subject matter of the situation under review. ~~(one of whom serves as chair) and one student.~~

C. SPECIAL CONSIDERATION. Each committee member will be required to participate in Title IX training and other training as needed. Members serving on the Student Appeal Committee should be aware that federal regulations governing the handling of disciplinary matters recommend a specific hearing time schedule. Therefore, Student Appeal Committee members may need to be available for approximately two to four hours within as little as five days of a student being notified of a decision of an SDRB panel review.

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #23

3:30 p.m. - Tuesday, March 29, 2016
Brink Hall Faculty-Staff Lounge & Skype

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #22, March 22, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

ASUI Blackboard (LaPrath)

VI. Committee Reports.

Committee on Committees – Fall 2016-2019 Appointments (Brandt)(vote)
FSH 2400 – Student Disciplinary Process (Brandt)(FYI)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #22
Blackboard
Committee Appointments

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #22, Tuesday, March 22, 2016

Present: Adams, Anderson, Brandt, Brewick, Brown, Caplan, Couture (Boise), Crowley (w/o vote), Flores, Foster, Hrdlicka, Jeffery, LaPrath, Latrell, Mahoney, Nicotra, Perret, Stoll, Teal, Stevenson for Wiencek (w/o vote), Wolf. **Absent:** Barbour, Boschetti, Chung, Folwell, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Jones-Mensah, Murphy, Wiencek (w/o vote). **Guests**: 4

The Chair called meeting #22 to order at 3:31. A motion (Stoll/Mahoney) to approve the minutes from the March 8th meeting passed unanimously.

Chair's Report: Chair Teal reminded everyone that midterm grades were due. He also noted the need for colleges to conduct elections for the Senate [due in the Faculty Secretary Office's by April 15]. The Chair explained that we would be postponing the discussion of the leave policy listed on the agenda for today. There was a short discussion of the modules that faculty and staff are being asked to complete. One Senator stated he had received some comments expressing concern about the quality of the modules. He also wondered about the lists of those who have completed them and whether they all needed to be completed right away. It was noted that Vice President Foisy has stated that the only module that had to be completed in order to be eligible for a pay increase was the "Our Inclusive Community" module.

Provost's Report: Vice Provost Jeanne Stevenson explained that Provost Wiencek could not make today's meeting since he was engaged in the final meeting of the Strategic Planning Task Force. There will be information coming out detailing how to participate in developing the "cascading plans". The strategic plan has been submitted to the SBOE, although the version submitted to them is slightly different than the more complete plan that will be available to the university community. She also called our attention to the alternative break event this summer which is a great opportunity to serve as faculty advisors and to work with students. This year's program will be May 17-26. She also noted that applications for the next round of sabbatical leave is due on March 31st.

NCAA – Athletics: Chair Teal invited Professor Brian Wolf in his capacity as faculty NCAA Representative to provide a report on Athletics. Professor Wolf explained that one of the roles of his position was to provide regular reports to the Faculty Senate, however, looking back at past Senate minutes it doesn't appear that such a report had been made in a while. This is his first year in this position and he explained that one of the reasons he had applied for the position was because he thought we could do a better job for our student athletes. He noted that he believes college athletics provides many positive benefits to society, even though he is aware of many of the problems.

Professor Wolf discussed the importance of maintaining the academic integrity of our athletic programs. In this regard he noted that last year 58% of our student athletes had a GPA over 3.0. The graduation rate of our athletes is 76%, which is higher than students who are not athletes. He discussed the APR (Academic Progress Rate) which the NCAA uses and some of the reasons our football team has had problems with its APR rating. After a few years where we were below the NCAA standards and received sanctions, we have made improvements noting last year we were above the NCAA minimum requirements for football. The numbers for this year are not yet finalized, but he felt confident we would continue to meet the NCAA requirements.

Professor Wolf discussed some other developments. They are working on implementing an educational program entitled "You Can Play" which is designed to enhance inclusiveness and combat homophobia in college sports. This program is aimed at issues both on the field and in the locker room. He also noted that they are doing a gender equity study. He concluded his presentation with a few comments about the UI's current conference situation. The ability of our football team to participate in the Sun Belt Conference after 2017 has not been renewed, leaving us with limited choices. We could go "independent" in football, or join the Big Sky where our other athletic teams participate. In football, the Big Sky competes at a lower (FCS) level and thus we would be required to reduce our football scholarships from 85 to 63. A discussion followed regarding the effect of losing 22 scholarships for men's sports and whether that might lead to a loss of scholarships for women. Professor Wolf noted that he had heard there was a possibility of losing a women's sport. Several members of the Senate suggested that this would be a surprising result and one not clearly required from a gender equity perspective. [Note: In a later email exchange with Professor Wolf it was ascertained that we currently offer 223 scholarships to men and 181 to women.]

Other questions that were raised by Senators included:

- *Has there been a systematic sampling of what alumni want with regard to football?* Professor Wolf did not know of a systematic sampling, although he had heard that some major donors had strong feelings on the question of what level of football we play at.
- *Are there regulations regarding the number of class days missed by student athletes due to travel? Wouldn't they miss fewer courses if we played in the Big Sky as opposed to the Sun Belt?* Professor Wolf stated that yes, there are regulations, and missing classes was an area of constant concern. He does discuss ways to minimize the number of class days missed, although ultimately he likes to leave it up to the faculty to work out problems stemming from excused absences for travel.
- *How might moving to the Big Sky affect enrollment?* Professor Wolf noted that there were many discussions about the negative and positive effects of a move to the Big Sky, but he didn't have any specific information regarding the possible effect on enrollment. A Senator suggested that moving to the Big Sky in all sports would reduce travel and aid in the academic success of our athletes.

FS-16-055 – FSH 1800 - Staff Council Bylaws: Chair Teal invited Greg Fizzell, Chair of Staff Affairs, to discuss the proposed changes. Mr. Fizzell noted that this is part of a larger project involving rewriting the bylaws for Staff Affairs. However, the only changes before the Senate today involve changing the name from Staff Affairs to Staff Council and changing the ways in which representatives are selected. With regard to the name change, he noted that the definition of a council is a better fit for what they do as a body.

Changing the structure of how representatives are chosen would have one representative for every 50 people in a pay grade. This would ideally lead to having a Staff Council with 30-35 members. A Senator asked about elections for off-site staff and suggested a change to avoid having multiple members from the same site. The proposed change to Article II, Section 2. Structure. (4) would make it read:

> "Guarantees fair statewide representation by electing three at-large members from staff located at distant sites to ensure no particular classification, group, or off-site location is over-represented."

This edit was accepted as a friendly amendment. A motion (Nicotra/Flores) to approve the proposed changes as amended was passed unanimously.

FS-16-051 (UCC-16-032f): CLASS-English—Linguistics and Literacy. Senator Jodie Nicotra was asked to discuss this proposal. Professor Nicotra stated that this new emphasis would be a 5th emphasis in English. It was designed to serve two student populations. One group would be residents of the United States who want to go abroad and teach which would give them a foundation in understanding how to teach language abroad. The second student population would be for international students who wish to return and teach the English language in their home country. A Senator asked how closely this was related to the programs in the College of Education. Professor Nicotra stated that there are connections, but this program wasn't specifically designed to be part of the program offered by Education. Another Senator suggested that this new program was broader than "teaching English as a second language". The proposal passed unanimously.

FS-16-052 (UCC-16-036): Engineering—Biological Engineering. Professor Peng was invited to discuss the proposal to create a new Department of Biological Engineering located in the College of Engineering. The Department of Biological and Agricultural Engineering existed in the College of Agricultural and Life Sciences (CALS). While other parts of this program would remain in CALS, this restructuring would locate Biological Engineering in the College of Engineering but would not change any of the existing degrees. In response to a question regarding new course work, Professor Peng stated that new courses are being discussed and this proposal simply creates the department with a new name. The proposal passed without objection and one abstention.

FS-16-053 (UCC-16-040a): CLASS—Music Emphases: Arts Administration; Entrepreneurship; General Business. Chair Teal introduced Professor Leonard Garrison to discuss the proposed changes in the Lionel Hampton School of Music. Professor Garrison stated that these proposed changes in Music emphases were designed to appeal to students interested in going into the business or administration side of Music. They have worked closely with the College of Business in developing these revisions. Asked why students had dropped out of the previous degree in this area offered by Music, Professor Garrison suggested that the previous degree was a watered-down performance degree with some business courses. This proposal passed unanimously.

FS-16-057: FSH 1640.20 - University Budget & Finance Committee (UBFC). This proposal comes as a seconded motion from the Committee on Committees, as requested by UBFC to increase its number of faculty members. Vice Chair Liz Brandt explained that the activities of UBFC had expanded due to the new budget process. It was necessary to have more faculty on the committee to share the workload. This year they received 149 budget proposals. Reviewing these and making comments on them has proved to be a major undertaking. Students and others on the committee did a yeoman's job, however the workload was difficult. The proposal passed unanimously.

Adjournment: With the discussion of the changes to the Leave Policy postponed to a later date, a motion (Stoll/Wolf) to adjourn at 4:31 passed unanimously.

Respectfully submitted,

Don Crowley, Faculty Secretary and
Secretary to the Faculty Senate

Motivation:

It came to the attention of ASUI that an overwhelming amount of students on campus struggle to see early and consistent feedback, specifically regarding their grades. After looking into the issue, ASUI passed Senate Resolution F15-12 “Calling Upon University of Idaho Professors to Post Grades on Blackboard” in order to begin the conversation needed to address this problem. The resolution was passed unanimously. Since then, ASUI has gathered even more data regarding this issue from students, faculty and staff, and peer institutions. With the compilation of this data, ASUI, on behalf of students, is requesting that this conversation continue within a Faculty Senate committee in order to enquire: why professors and instructors choose not to post grades to blackboard, discover the issues that prevent faculty and staff from doing so now, and resolve those issues and come to a solution that works for faculty and staff, as well as students.

Rationale:

The University of Idaho paid $266,930 in Fiscal Year 16[1] for Blackboard Learn to be utilized. The University of Idaho endorses this system and it is intended to be utilized by the instructors to benefit the students.

It is the broad consensus that students want to see up to date grades posted, specifically on Blackboard Learn. In the original poll moderated by ASUI, 94% of respondents “would find it useful to have more grades posted on Blackboard Learn.” A later survey also moderated by ASUI found that 89% of students would prefer to have up to date grades posted, specifically on Blackboard Learn.

Over half of the instructors at the University of Idaho already use this technology. This proves that the system is a viable option for all instructors to use in the classroom. It offers a variety of tools to help instructors post grades, interact with students, and share information. The University of Idaho also provides training and assistance for instructors who would like help regarding Blackboard Learn. There is also an extensive national support system through Blackboard to receive assistance.

ASUI is especially trying to target lower level classes to post up to date grades on Blackboard Learn. By the time students advance to upper division classes we expect them to be responsible for their own grades. By targeting specific lower level classes to post up to date grades on Blackboard Learn we can allow students to access early and consistent feedback regarding their grades. We hope that with this early and consistent feedback students will be more inclined to stay informed in all of their classes. If students are more informed and involved in their classes they will have a better experience at the University of Idaho. Therefore positively affecting our retention rates.

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[1] Data provided by the Information Technology Services Office at the University of Idaho

Data:

Figure 1

Number of Blackboard Learn sections that were turned on for student access in 2015.
39% *(Fall)*, 34% *(Spring)*, and 24% *(Summer)* of all Blackboard Learn sections were "turned on" for student use in 2015.

Semester	Blackboard Learn Section Not Enabled	Blackboard Learn Section Enabled for Student Use	Grand Total
Fall 2015	2571	1649	4220
Spring 2015	2776	1460	4236
Summer 2015	963	308	1271
Grand Total	6310	3417	9727

NOTE: Section count above includes the following types of sections that one might not expect to have a Blackboard Learn component:

Directed Study	462
Internship	366
Practicum	75
Research	85
Seminar	101
Workshop	42

*Data from Figure 1 provided by the Distance and Extended Education Office at the University of Idaho.

Figure 2

Number of Blackboard Learn sections enabled for student access and had grades posted for students in 2015.
78% *(Spring, Fall)* and 87% *(Summer)* of sections "turned on" for student access in 2015 used the Blackboard Learn Grade Center. A total of 2,929 sections or 69.41% of classes did not allow for student access to the Blackboard Learn Grade Center.

Semester	Grade Center Not Used	Grade Center Use*	Grand Total
Fall 2015	358	1291	1649
Spring 2015	322	1138	1460
Summer 2015	40	268	308
Grand Total	720	2697	3417

*More than the 2 default columns in the Grade Center
*Data from Figure 2 are based on the data represented in Figure 1
*Data from Figure 2 provided by the Distance and Extended Education Office at the University of Idaho.

<u>Figure 3</u>

Total number of Primary instructors that used Blackboard Learn in 2015.

62% of the all Instructors teaching in 2015 used Blackboard Learn.

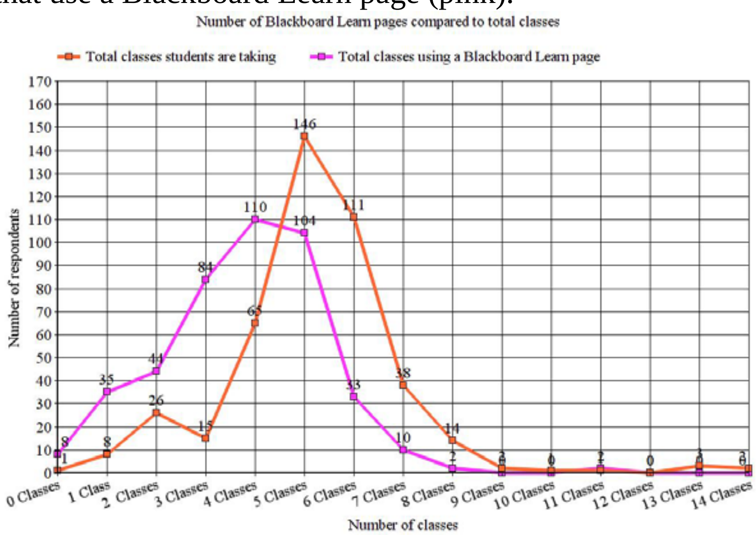
Blackboard Learn Use	Instructor Count
Did not use BbLearn	494
Used BbLearn	802
Grand Total	1296

*Data from Figure 3 provided by the Distance and Extended Education Office at the University of Idaho.

<u>Figure 4</u>

Number of classes this semester that have a Blackboard Learn page.

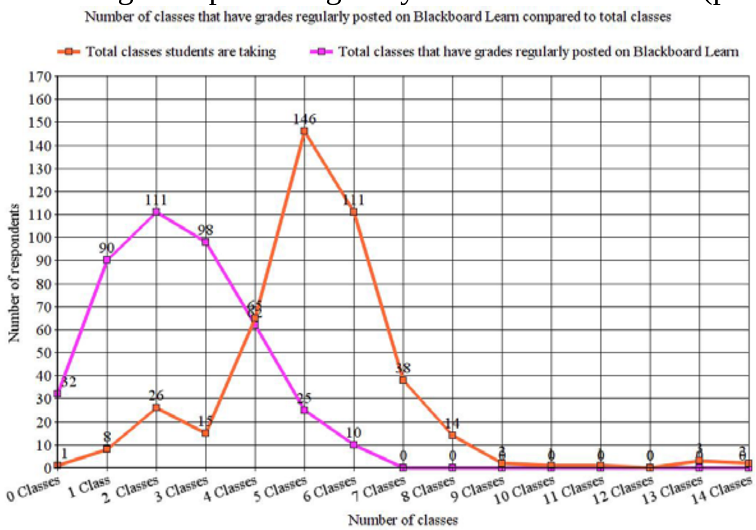
A comparison of the total number of classes students are taking (orange) compared to the total number of classes that use a Blackboard Learn page (pink).



* Data from Figure 4 collected from a student survey administered by the Associated Students of the University of Idaho via OrgSync on February 24th, 2016. A total of 433 students responded to the survey (as of March 23rd, 2016).

<u>Figure 5</u>

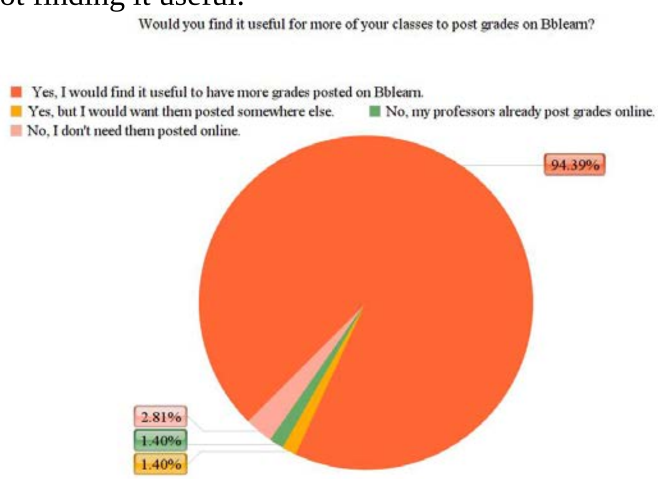
Number of classes this semester that have grades posted regularly on Blackboard Learn.
A comparison of the total number of classes students are taking (orange) compared to the total number of classes that have grades posted regularly on Blackboard Learn (pink).



* Data from Figure 5 collected from a student survey administered by the Associated Students of the University of Idaho via OrgSync on February 24th, 2016. A total of 433 students responded to the survey (as of March 23rd, 2016).

<u>Figure 6</u>

Students who would find it more useful to have grades posted on Blackboard Learn.
A total of 94.39% of students would find it useful for more of their classes to have grades posted on Blackboard Learn, compared to having them posted somewhere else, not wanting grades posted online, and not finding it useful.

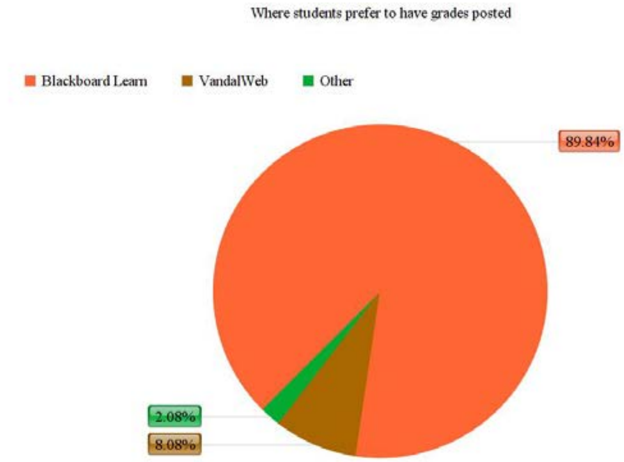


* Data from Figure 6 collected from a student poll administered by the Associated Students of the University of Idaho via OrgSync on October 15th, 2015. A total of 570 students responded to the poll (as of March 23rd, 2016).

Figure 7

Where students prefer to have their grades posted.

A comparison of Blackboard Learn, VandalWeb, and Other systems in which students would prefer to see their grades posted. A total of 89.84% of student respondents would prefer to see their grades on Blackboard Learn.

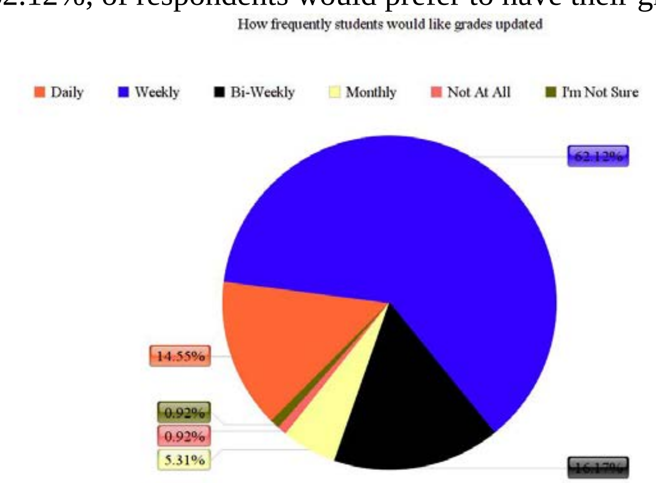


* Data from Figure 7 collected from a student survey administered by the Associated Students of the University of Idaho via OrgSync on February 24th, 2016. A total of 433 students responded to the survey (as of March 23rd, 2016).

Figure 8

How frequently students would prefer to have grades posted.

The frequency in which students would prefer to have their grades posted. Responses were chosen from six options: "daily", "weekly", "bi-weekly", "monthly", "not at all", and "I'm not sure". Over half, 62.12%, of respondents would prefer to have their grades posted weekly.

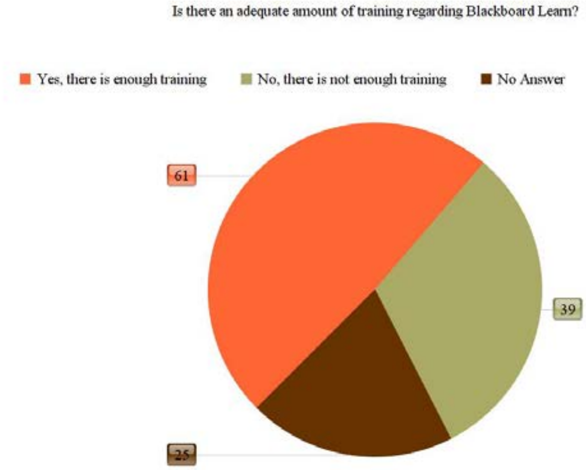


*Data from Figure 7 collected from a student survey administered by the Associated Students of the University of Idaho via OrgSync on February 24th, 2016. A total of 433 students responded to the survey (as of March 23rd, 2016).

Figure 9

Instructor feedback regarding the amount of professional development training for Blackboard Learn.

A comparison of instructors who feel there is or isn't an adequate amount of professional development training for the Blackboard Learn system. A total of 48.8% of faculty respondents feel there is an adequate amount of professional development training.

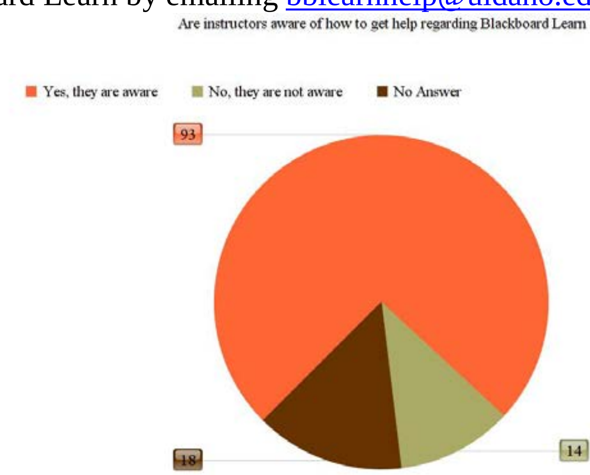


*Data from Figure 9 collected from a faculty survey administered by the Associated Students of the University of Idaho via Survey Monkey on February 26th, 2016. A total of 125 faculty members responded to the survey (as of March 23rd, 2016).

Figure 10

Instructor awareness of programs and assistance regarding Blackboard Learn.

A total of 74.4% of faculty respondents were aware that instructors could get assistance regarding Blackboard Learn by emailing bblearnhelp@uidaho.edu.



*Data from Figure 10 collected from a faculty survey administered by the Associated Students of the University of Idaho via Survey Monkey on February 26th, 2016. A total of 125 faculty members responded to the survey (as of March 23rd, 2016).

IN THE SENATE
SENATE RESOLUTION NO. F15-12
BY DIRECTOR NICK WREN
SPONSORED BY SENATOR RACHAEL MILLER AND MCKENZIE MACDONALD
A RESOLUTION

CALLING UPON UNIVERSITY OF IDAHO PROFESSORS TO POST GRADES ON BLACKBOARD

WHEREAS, early warning and midterm grades play a vital role in alerting student as to where they stand in a particular class;

WHEREAS, these warning and midterm evaluations alone do not suffice in informing students of their grade at all times;

WHEREAS, access to regularly updated grade information allows students to more accurately gauge where they stand in a particular class at all times;

WHEREAS, as of October 19, 2015, a poll found that 94% of University of Idaho students would find it useful for more classes to post grades on Bblearn;

WHEREAS, Blackboard serves as one of the most useful digital tools for teachers and students to interact at the University of Idaho;

WHEREAS, a Blackboard account is automatically created for every course, although not all professors choose to activate that account;

WHEREAS, Blackboard has a function to create a spreadsheet that can be downloaded as an Excel sheet and automatically updates to Blackboard in real time as professors input grades;

WHEREAS, the Distance & Extended Education office provides one-on-one trainings with professors to help build Blackboard programs;

WHREAS, the Distance & Extended Education office provides a line open 8am to 6pm Monday through Friday to assist professors who may be experiencing technological issues or need help with Blackboard;

WHEREAS, updated grading information would allow students, faculty and staff to participate in a more informed discussion about the students' performance in a class;

THEREFORE, Be it Resolved By the Senate of the Associated Students of the University of Idaho call upon the University of Idaho professors to post grades on Blackboard.

COPIES OF THIS RESOLUTION SHALL BE SENT TO

Chuck Staben, President
Blaine Eckles, Dean of Students
Michael Parrella, Dean of the College of Agriculture & Life Sciences
Mark Hoversten, Dean of the College of Art & Architecture
Marc Chopin, Dean of the College of Business & Economics
Corinne Mantle-Bromley of the College of Education
Larry Stauffer, Dean of the College of Engineering
Andrew Kersten, Dean of the College of Letters Arts & Social Sciences
Kurt Pregitzer, Dean of the College of Natural Resources
Paul Joyce, Dean of the College of Science
The Argonaut
Moscow-Pullman Daily News

Blackboard Grades

Number of Blackboard Learn sections that were turned on for student access in 2015.

Figure 1

Semester	Blackboard Learn Section Not Enabled	Blackboard Learn Section Enabled for Student Use	Grand Total
Fall 2015	2571	1649	4220
Spring 2015	2776	1460	4236
Summer 2015	963	308	1271
Grand Total	6310	3417	9727

Number of Blackboard Learn sections enabled for student access and had grades posted for students in 2015.

Figure 1

Semester	Grade Center Not Used	Grade Center Use*	Grand Total
Fall 2015	358	1291	1649
Spring 2015	322	1138	1460
Summer 2015	40	268	308
Grand Total	720	2697	3417

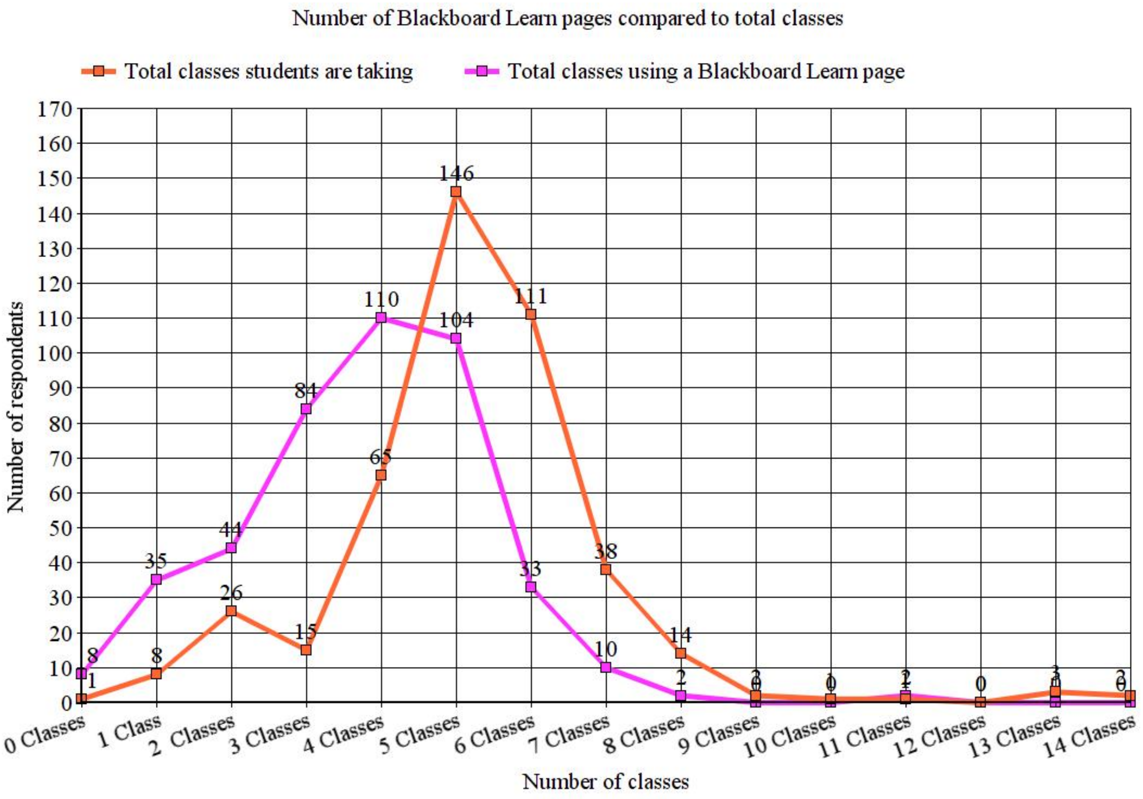
Total number of Primary instructors that used Blackboard Learn in 2015.

Figure 3

Blackboard Learn Use	Instructor Count
Did not use BbLearn	494
Used BbLearn	802
Grand Total	1296

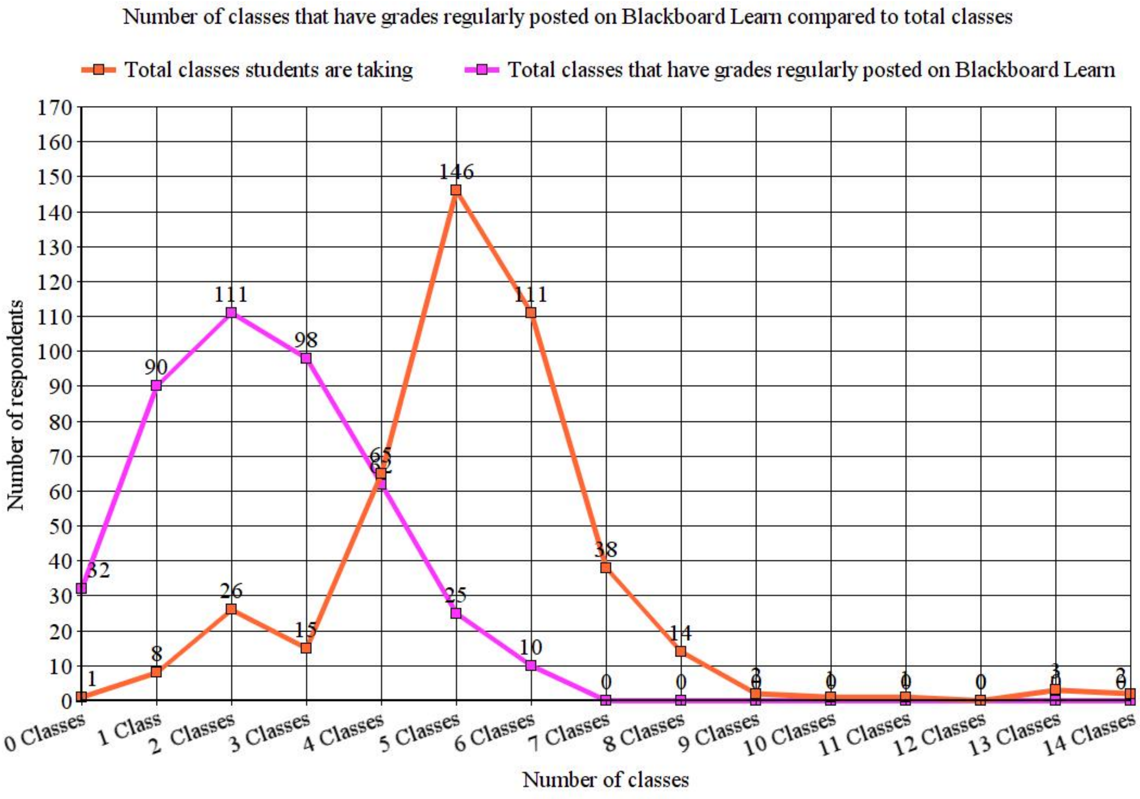
Number of classes this semester that have a Blackboard Learn page.

Figure 4



Number of classes this semester that have grades posted regularly on Blackboard Learn.

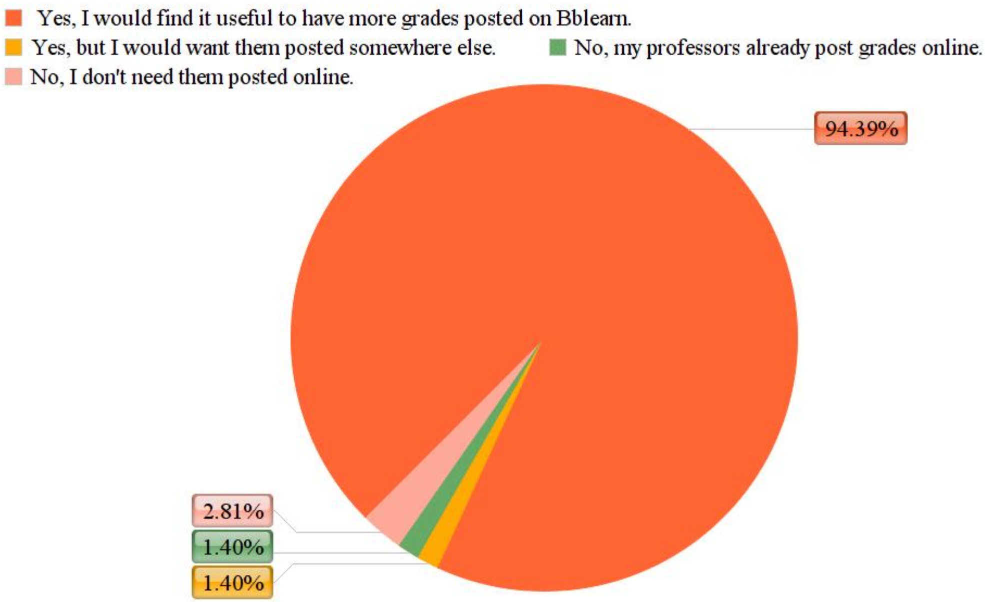
Figure 5



Students who would find it more useful to have grades posted on Blackboard Learn.

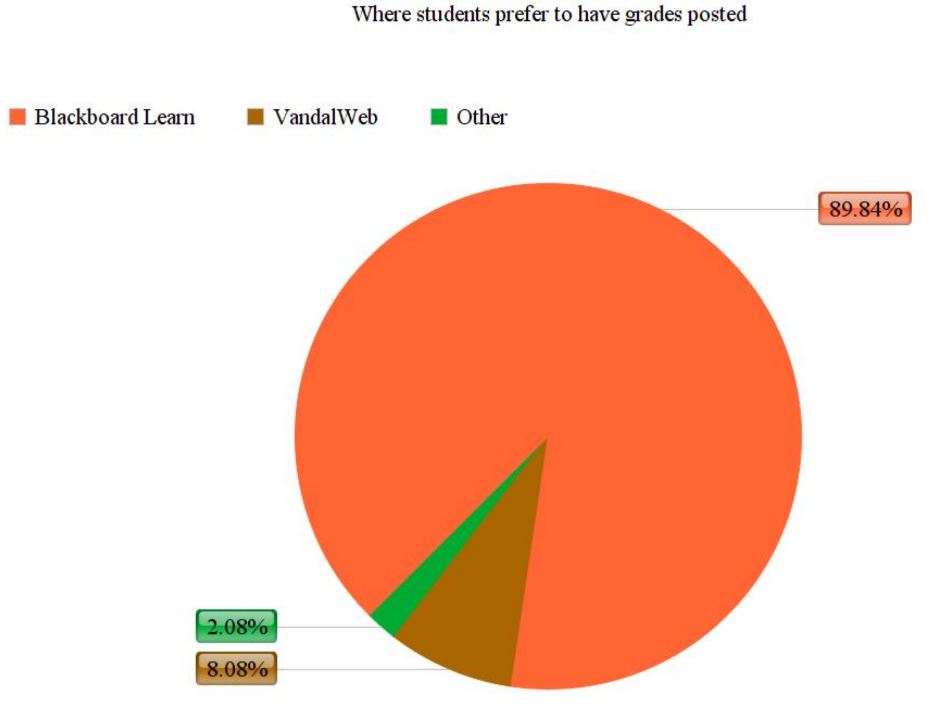
Figure 6

Would you find it useful for more of your classes to post grades on Bblearn?



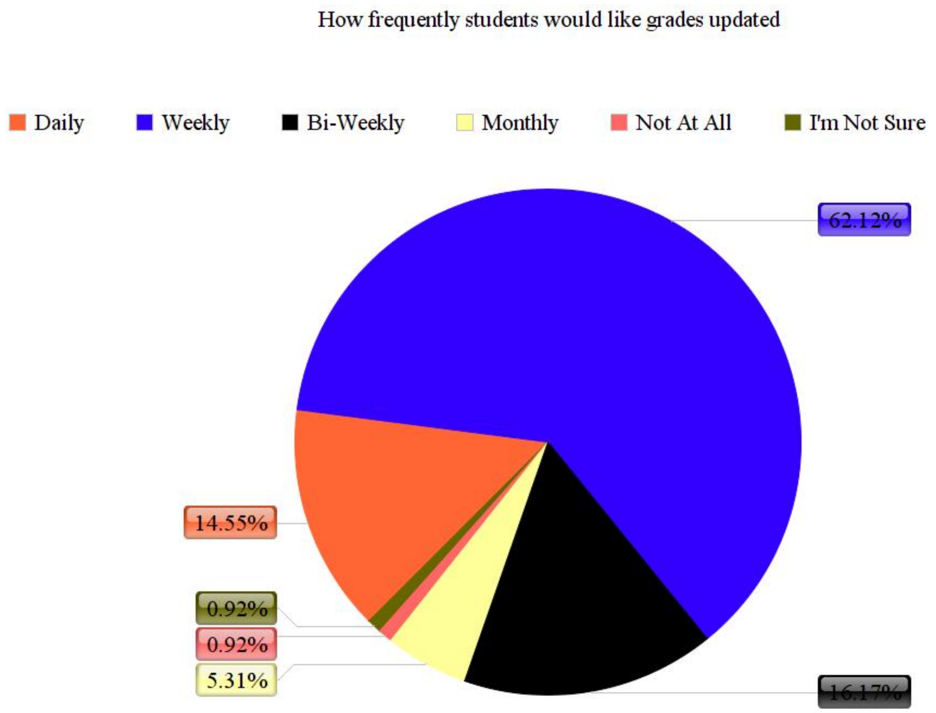
Where students prefer to have their grades posted.

Figure 7



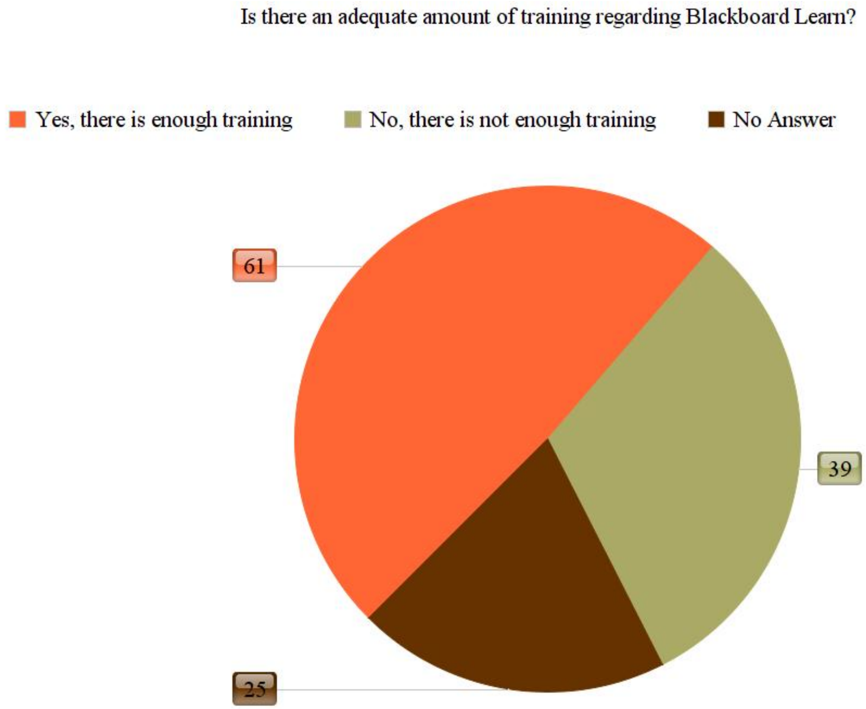
How frequently students would prefer to have grades posted.

Figure 8



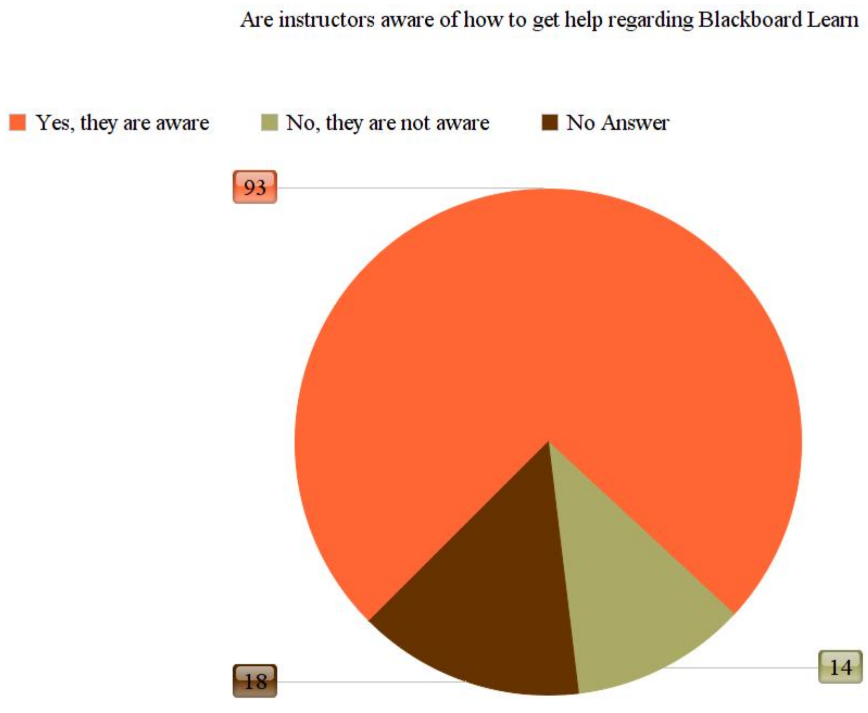
Instructor feedback regarding the amount of professional development training for Blackboard Learn.

Figure 9



Instructor awareness of programs and assistance regarding Blackboard Learn.

<u>Figure 10</u>



Appointed by Committees

					Alternate
2	**Academic Hearing Board**				
681	Pula, Kacy	PsychComm 3043	5-6858	kpula@uidaho.edu	☐
719	Becker, Hydee	FCS/3183	5-4134	hydeeb@uidaho.edu	☐
4	**Academic Petitions Committee**				
402	Attebury, Ramirose	Library/2351	885-2503	rattebur@uidaho.edu	☐
41	Corry, Shauna	Architecture/2451	885-9301	scorry@uidaho.edu	☐
6	**Administrative Hearing Board**				
744	Williamson, Evan P.	Library/2350	5-6260	ewilliamson@uidaho.edu	☐
8	**Admissions Committee**				
254	Neuhaus, Ralph	Math/1103	885-6234	rneuhaus@uidaho.edu	☐
643	Mitchell, Gwen	CDHD/4061	5-6191	gwenm@uidaho.edu	☑
10	**Americans with Disabilities Act Advisory Committee**				
757	Davis, Helane	Law Library/2324	5-2160	hedavis@uidaho.edu	☐
46	**Arts Committee**				
666	Hamilton, Melissa	Extension	208382719	mbhamilton@uidaho.edu	☐
723	Dreikosen, Jesse	Theatre/2008	5-7213	jdreikosen@uidaho.ed	☐
18	**Borah Foundation Committee**				
580	Brown, Celeste	Biological Sci/3051	885-4012	celesteb@uidaho.edu	☐
707	Radil, Steven	Geography/3021	5-5058	sradil@uidaho.edu	☐
745	Daley-Laursen, Steven B.	ORED 3010	885-5804	stevendl@uidaho.edu	☐
22	**Campus Planning Advisory Committee**				
706	Langman, Jeffrey	Geology/3022	5-0310	jlangman@uidaho.edu	☐
24	**Classified Position Appeal Board**				
756	Gathercoal, Paul	Curriculum & Inst/3082	885-5707	gatherco@uidaho.edu	☐
26	**Commencement Committee**				
754	Richardson, Clarissa	Pscyh/Comm/3043	217381335	crishardson@uidaho.edu	☐
28	**Committee on Committees**				
689	Spence, Ingrid	C&I 3082	5-0123	ispence@uidaho.edu	☐
682	Ramirez, Stephanie	Business & Econ	5-0104	sramirez@uidaho.edu	☐
341	Morrison, Charles R.	Couns.&Test. Ctr./3140	885-6716	charlesm@uidaho.edu	☐
36	**Dismissal Hearings Committee Panels**				
491	Schwarzlaender, Mark	PSES/2339	5-9319	markschw@uidaho.edu	☐
4	Anderson, Erik T.	Ag. Comm./2040	885-6362	eanderso@uidaho.edu	☑
243	Kraut, Marla M.	Accounting/3161	885-7116	marlam@uidaho.edu	☐
42	**Faculty Affairs**				
631	Ellison, Brian A.	Pol Sci/3165	5-6178	bellison@uidaho.edu	☐
252	Holyoke, Laura	ACTE/3087	885-7606	holyoke@uidaho.edu	☐

Appointed by Committees

Alternate

43 Faculty Appeals Hearing Board

					Alternate
737	Namin, Aidin	CBE/3161	5-6090	anamin@uidaho.edu	
371	Hong, Zonglie	PSES/2339	885-5464	zhong@uidaho.edu	✔
516	Graden, Dale	History/3175	5-8956	graden@uidaho.edu	✔
564	Kern, Anne L.	C&I, Coeur d'Alene	292-1402	akern@uidaho.edu	✔
414	Lawrence, Torrey	Music/4015	885-6231	torreyl@uidaho.edu	

53 Honors Program Committee

					Alternate
547	Roll, Mark	Mat.Sci.Chem/3024	885-6196	mroll@uidaho.edu	
569	Joyce, Paul	Math/1103	885-6338	joyce@uidaho.edu	
581	Carter, Diane	Pscyh& ComSt/3043	885-5468	dcarter@uidaho.edu	

55 Information Technology Committee

					Alternate
505	Becker, Devin	Library/2350	5-7040	dbecker@uidaho.edu	
753	Kirchmeier, Barbara	English/1102	5-6156	barbara@uidaho.edu	
691	Vakanski, Aleksandar	Industrial Tech (ID Falls)	208282773	vakanski@uidaho.edu	

56 Intellectual Property Committee

					Alternate
679	Perry, Joel	ME 0902	5-2144	jperry@uidaho.edu	
226	Beyerlein, Steve	ME/0902	885-4932	sbeyer@uidaho.edu	

60 Library Affairs Committee

					Alternate
442	Perret, Robert	Library/2361	885-6631	rperret@uidaho.edu	
711	Hedman, Matthew	Physics/0903	5-6389	mhedman@uidaho.edu	

64 Officer Education Committee

					Alternate
750	Kimsey, Mark	FRFS/1133	5-7520	mkimsey@uidaho.edu	

74 Sabbatical Leave Evaluation Committee

					Alternate
583	Dodge, Jeffrey A.	Law/2321	885-4088	jdodge@uidaho.edu	

76 Safety and Loss-Control Committee

					Alternate
722	Dixon, Raymond	C&I/3082	5-2879	rdixon@uidaho.edu	
644	Moberly, James	Chem Engr/1021	5-7705	jgmoberly@uidaho.edu	

77 Scientific Misconduct Committee

					Alternate
668	Hiromoto, Robert	Computer Science IF	208533811	hiromoto@uidaho.edu	
371	Hong, Zonglie	PSES/2339	885-5464	zhong@uidaho.edu	

93 Student Disciplinary Review Board

					Alternate
752	Haan, Sarah	Law/Boise	364-4577	shaan@uidaho.edu	
645	Orr, Mary	Curriculum & Instruction/3082		morr@uidaho.edu	

84 Student Financial Aid Committee

					Alternate
300	Nielsen, Richard	Civil Engr./1022	885-8961	rnielsen@uidaho.edu	
624	Celaya, Lori	Modern Language/3174	5-6670	lcelaya@uidaho.edu	

87 Teaching & Advising Committee

					Alternate
54	Flores , Stephan	English/1102	885-6156	sflores@uidaho.edu	
730	Kassem, Emad A.	Civ.Engg/1022	5-1025	ekassem@uidaho.edu	

58 Ubuntu

					Alternate
729	Johnson, Hana	Business/3161	206305027	hanajohn@uidaho.edu	
751	Samford, Wade	IPO/1250	892-4258	wade@uidaho.edu	

Appointed by Committees

Alternate

20 University Budget & Finance Committee

501	Xu, Shenghan	Business/3161	5-1083	shenghan@uidaho.edu	☐

89 University Committee for General Education

690	Sugawara-Beda, Nishiki	Art & Design 2471	5-6851	nishiki@uidaho.edu	☐
629	Devezer, Berna	Business/3161	5-4130	bdevezer@uidaho.edu	☐
734	Li, Feng	ECE/1023	5-7571	fengli@uidaho.edu	☐

91 University Curriculum Committee

557	Heinse, Robert	PSES/2339	885-5208	rheinse@uidaho.edu	☐
740	Raney, Taylor	C&I/3082	5-1027	tcraney@uidaho.edu	☐
591	Long, Jerrold	Law/2321	885-7988	jlong@uidaho.edu	☐

94 University Mutli-Campus Communications Committee

746	Ekins, Jim	Area water Northern District	208292128	jekins@uidaho.edu	☐
329	Mattimoe, Jean	Law Library/2324	885-2162	mattimoe@uidaho.edu	☐

CoC Appointed by Faculty

Name / Committee	Department	Phone	Email	Alternate
Anderson, Erik T.	Ag. Comm./2040	885-6362	eanderso@uidaho.edu	
Dismissal Hearings Committee Panels				☑
Attebury, Ramirose	Library/2351	885-2503	rattebur@uidaho.edu	
Academic Petitions Committee				☐
Becker, Devin	Library/2350	5-7040	dbecker@uidaho.edu	
Information Technology Committee				☐
Becker, Hydee	FCS/3183	5-4134	hydeeb@uidaho.edu	
Academic Hearing Board				☐
Beyerlein, Steve	ME/0902	885-4932	sbeyer@uidaho.edu	
Intellectual Property Committee				☐
Brown, Celeste	Biological Sci/3051	885-4012	celesteb@uidaho.edu	
Borah Foundation Committee				☐
Carter, Diane	Pscyh& ComSt/3043	885-5468	dcarter@uidaho.edu	
Honors Program Committee				☐
Celaya, Lori	Modern Language/3174	5-6670	lcelaya@uidaho.edu	
Student Financial Aid Committee				☐
Corry, Shauna	Architecture/2451	885-9301	scorry@uidaho.edu	
Academic Petitions Committee				☐
Daley-Laursen, Steve	ORED 3010	885-5804	stevendl@uidaho.edu	
Borah Foundation Committee				☐
Davis, Helane	Law Library/2324	5-2160	hedavis@uidaho.edu	
Americans with Disabilities Act Advisory Committee				☐
Devezer, Berna	Business/3161	5-4130	bdevezer@uidaho.edu	
University Committee for General Education				☐
Dixon, Raymond	C&I/3082	5-2879	rdixon@uidaho.edu	
Safety and Loss-Control Committee				☐
Dodge, Jeffrey A.	Law/2321	885-4088	jdodge@uidaho.edu	
Sabbatical Leave Evaluation Committee				☐
Dreikosen, Jesse	Theatre/2008	5-7213	jdreikosen@uidaho.ed	
Arts Committee				☐
Ekins, Jim	Area water Northern District	208292128	jekins@uidaho.edu	
University Mutli-Campus Communications Committee				☐
Ellison, Brian A.	Pol Sci/3165	5-6178	bellison@uidaho.edu	
Faculty Affairs				☐
Flores , Stephan	English/1102	885-6156	sflores@uidaho.edu	
Teaching & Advising Committee				☐
Gathercoal, Paul	Curriculum & Inst/3082	885-5707	gatherco@uidaho.edu	
Classified Position Appeal Board				☐

CoC Appointed by Faculty

Name / Committee	Department	Phone	Email	Alternate
Graden, Dale	History/3175	5-8956	graden@uidaho.edu	
Faculty Appeals Hearing Board				☑
Haan, Sarah	Law/Boise	364-4577	shaan@uidaho.edu	
Student Disciplinary Review Board				☐
Hamilton, Melissa	Extension	208382719	mbhamilton@uidaho.edu	
Arts Committee				☐
Hedman, Matthew	Physics/0903	5-6389	mhedman@uidaho.edu	
Library Affairs Committee				☐
Heinse, Robert	PSES/2339	885-5208	rheinse@uidaho.edu	
University Curriculum Committee				☐
Hiromoto, Robert	Computer Science IF	208533811	hiromoto@uidaho.edu	
Scientific Misconduct Committee				☐
Holyoke, Laura	ACTE/3087	885-7606	holyoke@uidaho.edu	
Faculty Affairs				☐
Hong, Zonglie	PSES/2339	885-5464	zhong@uidaho.edu	
Faculty Appeals Hearing Board				☑
Scientific Misconduct Committee				☐
Johnson, Hana	Business/3161	206305027	hanajohn@uidaho.edu	
Ubuntu				☐
Joyce, Paul	Math/1103	885-6338	joyce@uidaho.edu	
Honors Program Committee				☐
Kassem, Emad A.	Civ.Engg/1022	5-1025	ekassem@uidaho.edu	
Teaching & Advising Committee				☐
Kern, Anne L.	C&I, Coeur d'Alene	292-1402	akern@uidaho.edu	
Faculty Appeals Hearing Board				☑
Kimsey, Mark	FRFS/1133	5-7520	mkimsey@uidaho.edu	
Officer Education Committee				☐
Kirchmeier, Barbara	English/1102	5-6156	barbara@uidaho.edu	
Information Technology Committee				☐
Kraut, Marla M.	Accounting/3161	885-7116	marlam@uidaho.edu	
Dismissal Hearings Committee Panels				☐
Langman, Jeffrey	Geology/3022	5-0310	jlangman@uidaho.edu	
Campus Planning Advisory Committee				☐
Lawrence, Torrey	Music/4015	885-6231	torreyl@uidaho.edu	
Faculty Appeals Hearing Board				☐
Li, Feng	ECE/1023	5-7571	fengli@uidaho.edu	
University Committee for General Education				☐
Long, Jerrold	Law/2321	885-7988	jlong@uidaho.edu	
University Curriculum Committee				☐

CoC Appointed by Faculty

Name / Committee	Department	Phone	Email	Alternate
Mattimoe, Jean	Law Library/2324	885-2162	mattimoe@uidaho.edu	
University Mutli-Campus Communications Committee				☐
Mitchell, Gwen	CDHD/4061	5-6191	gwenm@uidaho.edu	
Admissions Committee				☑
Moberly, James	Chem Engr/1021	5-7705	jgmoberly@uidaho.edu	
Safety and Loss-Control Committee				☐
Morrison, Charles R.	Couns.&Test. Ctr./3140	885-6716	charlesm@uidaho.edu	
Committee on Committees				☐
Namin, Aidin	CBE/3161	5-6090	anamin@uidaho.edu	
Faculty Appeals Hearing Board				☐
Neuhaus, Ralph	Math/1103	885-6234	rneuhaus@uidaho.edu	
Admissions Committee				☐
Nielsen, Richard	Civil Engr./1022	885-8961	rnielsen@uidaho.edu	
Student Financial Aid Committee				☐
Orr, Mary	Curriculum & Instruction/308		morr@uidaho.edu	
Student Disciplinary Review Board				☐
Perret, Robert	Library/2361	885-6631	rperret@uidaho.edu	
Library Affairs Committee				☐
Perry, Joel	ME 0902	5-2144	jperry@uidaho.edu	
Intellectual Property Committee				☐
Pula, Kacy	PsychComm 3043	5-6858	kpula@uidaho.edu	
Academic Hearing Board				☐
Radil, Steven	Geography/3021	5-5058	sradil@uidaho.edu	
Borah Foundation Committee				☐
Ramirez, Stephanie	Business & Econ	5-0104	sramirez@uidaho.edu	
Committee on Committees				☐
Raney, Taylor	C&I/3082	5-1027	tcraney@uidaho.edu	
University Curriculum Committee				☐
Richardson, Clarissa	Pscyh/Comm/3043	217381335	crishardson@uidaho.edu	
Commencement Committee				☐
Roll, Mark	Mat.Sci.Chem/3024	885-6196	mroll@uidaho.edu	
Honors Program Committee				☐
Samford, Wade	IPO/1250	892-4258	wade@uidaho.edu	
Ubuntu				☐
Schwarzlaender, Mark	PSES/2339	5-9319	markschw@uidaho.edu	
Dismissal Hearings Committee Panels				☐
Spence, Ingrid	C&I 3082	5-0123	ispence@uidaho.edu	
Committee on Committees				☐

CoC Appointed by Faculty

				Alternate
Sugawara-Beda, Nishi	Art & Design 2471	5-6851	nishiki@uidaho.edu	
University Committee for General Education				☐
Vakanski, Aleksandar	Industrial Tech (ID Falls)	208282773	vakanski@uidaho.edu	
Information Technology Committee				☐
Williamson, Evan P.	Library/2350	5-6260	ewilliamson@uidaho.edu	
Administrative Hearing Board				☐
Xu, Shenghan	Business/3161	5-1083	shenghan@uidaho.edu	
University Budget & Finance Committee				☐

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #22

3:30 p.m. - Tuesday, March 22, 2016
Brink Hall Faculty-Staff Lounge & Skype

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #21, March 8, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

NCAA (Wolf)
Staff Council:

- **FS-16-055:** FSH 1800 - Staff Council (Miller)(vote)

University Curriculum Committee (all for vote):

- **FS-16-051** (UCC-16-032f): CLASS – English – Linguistics and Literacy New Emphasis (Payant)
- **FS-16-052** (UCC-16-036): Engineering – Biological Engineering: new unit (Peng)
- **FS-16-053** (UCC-16-040a): CLASS – Music Emphases: Arts Administration; Entrepreneurship; General Business (Garrison)

University Budget & Finance Committee (Brandt)

- **FS-16-057:** FSH 1640.20 – Structure Change

Faculty Affairs

- **FS-16-018rev:** FSH 3710 – Leave Policy – parenting leave (Crowley/Ellison/Ytreberg)(vote)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #21
FS-16-018rev., 051, 052, 053, 055, 057

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #21, Tuesday, March 8, 2016

Present: Anderson, Barbour, Boschetti, Brandt, Brewick, Brown, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Flores, Folwell, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Jeffery, Jones-Mensah, LaPrath, Murphy, Nicotra, Perret, Stoll, Teal, Wiencek (w/o vote), Wolf. **Absent:** Adams, Dallas, Foster, Latrell, Mahoney. **Guests**: 8

The Chair called meeting #21 to order at 3:32. A motion (Stoll/Flores) to accept the minutes from the March 1st meeting passed without objection.

Chair's Report: There was no Chair's Report.

Provost's Report: Provost Wiencek reported on the status of several ongoing searches. The search for a new Dean of the College of Business and Economics has been ongoing for several months. Today that search reached a successful conclusion by hiring Mark Chopin an Economic Professor from Northern Arizona University. He had strong support from the faculty and advisory boards. There are other searches in various stages of completion. We have made an offer that has been accepted on the Ombuds search. An announcement should be made in a couple of days.

The search for a new Dean of Education has progressed to reviewing candidates and on-campus interviews will probably be starting in a couple of weeks. The search for a Vice President for Research has just begun with the job description and advertisement going out. He suggested that anyone who would like to nominate someone should let his office know.

The Provost also noted that he is trying to get together with the President and General Counsel to go over the changes suggested by Faculty Affairs and the Faculty Secretary's Office on the parental leave policy. He expressed optimism about reaching an acceptable conclusion on this policy and appreciated Senate's patience and cooperation.

Provost Wiencek stated that they are working on the final edits to the strategic plan. They have received many comments on the plan with most being positive. They are incorporating comments on the importance of sustainability and healthy living choices. There have also been concerns about the metrics revolving around the aspiration of obtaining Carnegie I research status.

The SBOE wants to have their template filled out by March 14th. The final version of the plan should be completed by early April.

Change in Employee Compensation (CEC): Chair Teal introduced Vice-President Foisy and Trina Mahoney to discuss possible changes in employee compensation.

V.P. Foisy first noted that the search for a new Executive Director of Human Resources has progressed to interviewing the finalists. The on-campus interviews will be during the last week of March. There will be more information on the open forums coming out soon.

V.P. Foisy then presented some basic information on the possibilities of a change in employee compensation (CEC). The Governor's proposal for a 3% increase in CEC has progressed through JFAC. There is an expectation that the state legislature will pass the proposed increase. He stated that a 3% increase in CEC from the state will not mean that everyone will get 3%. The 3% increase means there is a 3% pool available to provide raises to employees. They are not likely to do anything very different than what was done last year. The basic criteria (if approved by the President) will be:

- An employee needed to be hired before January 6, 2016 to be eligible.
- An employee must have received at least a "meets expectations" evaluation.
- An employee must have completed the "Our Inclusive Workplace" module.

V.P. Foisy noted that it is likely that the typical faculty and staff member will receive a 2% increase. This is because funds for faculty promotions, adjustments for years of service, cases of inequity or exceptional meritorious service must all come out of the 3% pool. He also explained that there was a strong preference for only giving “in-cycle” raises stating that now would be the proper time for supervisors to document the need for extraordinary cases involving equity or meritorious service.

One Senator asked about merit-based increases. V.P. Foisy stated that in his view we do not have a well-defined merit-based system that is consistent across campus. Another comment suggested that the University be careful about describing the CEC as a 3% increase since most employees would not receive a 3% increase. Foisy explained that they were trying to make attempts to explain that the pool for increases was 3%, but that everyone would not get that amount. Another Senator asked about the availability of information explaining who received how much of an increase. Trina Mahoney responded that the budget books provide salaries, but that they don’t provide a line-by-line detail explaining increases.

University Curriculum Committee: Chair Teal introduced Professor Torrey Lawrence (Chair of the Lionel Hampton School of Music) to discuss the music proposals.

FS-16-043 (UCC-16-032a): CLASS—Vocal Instrumental Music Education Minor
FS-16-044 (UCC-16-032b): CLASS—Music: Vocal Emphases. Professor Lawrence explained that they were trying to streamline their degrees after the FFF process and an accreditation review. The first proposal adds a minor, while the related proposal removes an area of emphasis. There was no vocal opposition and the proposals passed unanimously.

FS-16-050 (UCC-16-037a): Science—Math: Applied Quantitative Modeling Option. Chair Teal invited Professor Mark Nielsen to explain this proposed change. Professor Nielsen explained that this was a name change to a degree option and the corresponding course changes, which follow a different process, were not included here. This change allows the Math Department to focus more on engineering and business applications. The proposal passed unanimously.

FS-16-045 (UCC-032c) CLASS—Political Science: American Government Public Law Minor
FS-16-046 (UCC-16-032d) CLASS—Political Science: International Political Economy
FS-16-047 (UCC-16-032e) CLASS—Political Science: Pubic Administration and Policy Minor. Chair Teal invited Professor Brian Ellison (Director of the Martin School) to discuss the proposals to eliminate these three minors. Professor Ellison explained that the Political Science Department had a variety of minors and it was trying to reduce the number to make them easier to deliver and administer. The three proposals passed unanimously.

FS-16-048 (UCC-16-032g): CLASS—Philosophy: Global Justice Undergraduate Certificate
FS-16-049 (UCC-16-032h): CLASS—Philosophy: Professional Ethics Certificate. Professor Ellison explained that the removal of these certificates did not mean that the Philosophy Department was not focusing on ethics but it did reflect the difficulty of a small department to deliver these certificates. These two proposals passed unanimously.

Contingent Faculty Task Force Report. Chair Teal invited Dean Larry Stauffer to provide an update on the task force’s inquiry into the availability of benefits for contingent faculty. Dean Stauffer presented what he hopes is the final report from the task force. The task force developed information from conducting focus groups of temporary faculty, developing benchmarks from peer institutions, and obtaining feedback from faculty, staff, and administrators. On the basis of this information, they developed recommendations for this report to Faculty Senate. Some of the key observations from this report include:

- There are lecturers who have been teaching full-time, or nearly full-time, for three or more years with no core benefits like health or retirement.
- There are lecturers with no additional benefits such as support for professional development, or something as little as the ability to purchase gold parking permits.
- There are lecturers not permitted to attend or vote at departmental meetings.
- There are lecturers on 49% appointments which appears to be an attempt to avoid providing benefits, rather than a reflection of their workload.

Typically these lecturers are teaching our freshman and sophomore courses where we have the greatest retention problems. Dean Stauffer noted that there are probably around 100 lecturers currently employed, although he was not sure how many could be included in the number who have been employed for multiple years. There are benefits to the university in having people who are able to meet demand peaks. However, these people should be meeting peaks in instructional demand, but not to cover the base-loads of departments. Based on this, the task force recommends:

- Base instructional demand should be covered by long-term faculty, and peak demand by temporary faculty.
- All long-term faculty should have the appropriate benefits of university faculty, if they are half-time to full-time.
- Lecturers are not long-term faculty, but should be hired on annual contracts with core benefits. Voting and participation in the shared governance of the university should not be provided to lecturers.
- If an individual has been a lecturer half-time or more for three consecutive years, they may be converted to an instructor position upon positive vote of the unit faculty. If a person is a lecturer less than half-time, they will be considered an affiliate faculty member and may continue indefinitely with no expectation of benefits.

Dean Stauffer stated that while the above are the recommendations of the task force, they were not proposing that the Faculty Senate act immediately on this proposal. Rather, they suggest that the Senate have a committee take a close look at these recommendations. In the short run, they suggest that individuals who have been in lecturer positions for three consecutive years be converted to an instructor position, upon positive vote of the unit faculty.

During the discussion that followed, a Senator suggested that we should be cautious about acting on some of these recommendations without careful attention to how various departments might be affected. We need to be careful about language. While it was desirable to take away the incentive to hire individuals without benefits, we should also recognize that this might be costly. In the short-term, it was suggested that deans could report to the Provost on who fits into these classifications and why. In the long-term, perhaps the Faculty Affairs Committee could look into the implications of this report and propose what we might do to implement these recommendations.

The Provost concurred that we should be cautious in limiting the flexibility of departments without fully understanding the implications. We do want to give people reasonable benefits, but we should move into this slowly. We might want to have an annual report to better understand why some of these practices are going on, but it appears that we have some inequitable practices that should be examined.

Adjournment: With no further business to transact, a motion (Wolf/Flores) to adjourn passed unanimously at 4:43.

Respectfully submitted,

Don Crowley
Secretary to the Faculty Senate and Faculty Secretary

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)
[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition x Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: 1800 Bylaws of the Staff Affairs Committee

Administrative Procedures Manual [APM] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: ______________________

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): **Lisa Miller** **3/20/16**
(Please see FSH 1460 C) Name Date
Telephone & Email: **885.7004** **lisa@uidaho.edu**

Policy Sponsor: (If different than originator.) ______________________
Name Date
Telephone & Email: ______________________

Reviewed by General Counsel ___Yes ____No Name & Date: ______________________

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
This request has 2 purposes.
1. Update Staff Affairs to Staff Council approved by all-staff vote in September 2015. The reason for the update is to have the title better represent what this committee does.
2. Change Section 2 to align with the current classification system:

II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
N/A

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

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

If not a minor amendment forward to: ______________________

Policy Coordinator
Appr. & Date:
____
[Office Use Only]

APM
F&A Appr.: _______
[Office Use Only]

FSH
Appr. ____________
FC ____________
GFM ____________
Pres./Prov. ____________
[Office Use Only]

Track # ____________
Date Rec.: ____________
Posted: t-sheet ____________
h/c ____________
web____________
Register: ____________
(Office Use Only)

1800

BYLAWS OF THE STAFF ~~AFFAIRS~~ COUNCIL COMMITTEE

PREAMBLE: The Staff ~~Affairs~~Council Committee was created on the recommendation of the Faculty Senate and the director of personnel services and with the approval of President Ernest Hartung in the summer of 1971. The current version of the Staff ~~Affairs~~Council Committee's bylaws were amended in September 2002, January 2007 and again in July 2008, Staff ~~Affairs~~Council Committee removed the SAC acronym changes were made to reflect current employment classification and off-campus staff were given permanent representation on Staff ~~Affairs~~Council, In January 2010 membership and subcommittees were revised under Articles III and IX. [rev. 9-02, 1-07, 7-08, 1-10].

CONTENTS:

ARTICLE I--NAME. The organization shall be named the University of Idaho Staff ~~Affairs~~Council Committee. *[ed. 7-08]*

ARTICLE II--PURPOSE.

Section 1. General. Staff ~~Affairs~~Council represents the staff of the University of Idaho. The staff is defined as board-appointed employees at the University of Idaho who do not have faculty status.

Staff ~~Affairs~~Council members shall be released from normal work duties for the purpose of attending Staff ~~Affairs~~Council meetings, and performing related Staff ~~Affairs~~Council responsibilities. This release time shall not be charged against their accrued leave.

Section 2. Specific. Specific purposes of Staff ~~Affairs~~Council are:

- **a.** To study issues, problems, welfare, and working conditions of staff;
- **b.** To call to the attention of the president matters concerning staff ~~affairs~~Council in any division or department that Staff ~~Affairs~~Council believes should receive special attention;
- **c.** To work with the university administration in the development and/or revision of university policies, employment benefits, and other matters where staff are directly affected;
- **d.** To cooperate with the Faculty ~~Affairs~~Council Committee and Faculty Senate and participate in the formulation of joint recommendations concerning issues common to the staff and the faculty; *[ed. 1-10]*
- **e.** To advise on salary and promotion matters pertaining to staff;
- **f.** To form subcommittees, as required, to study special or continuing issues;
- **g.** To serve as a communication link between university administration and staff;
- **h.** To work with the president's designee, who will serve as a liaison with university administration.

ARTICLE III--MEMBERS.

Section 1. Constituencies. For the purpose of selecting Staff ~~Affairs~~Council members, the UI staff is divided into the following groups:

~~**a.** Exempt; *[ed. 7-08]*~~
~~**b.** Maintenance/Services/Skilled Craft – this category includes employees in the skilled crafts and service/maintenance classifications *[rev. 1-10]*~~
~~**c.** Administrative/Technical/Research – this category includes employees in the secretarial/clerical and technical / paraprofessional classifications and who do not fall in the categories a & b above *[rev. 1-10]*~~

Section 2. Structure.

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1. Nominations for Council will be solicited from staff community statewide.
2. Reflects one member for each 50 full-time, staff within each classification (rounding down).
3. Classifications with fewer than 50 full-time staff members will be combined into one group and one member for each 50 full-time staff will be elected (see Article IV Elections below) from the combined group.
4. Guarantees fair statewide representation by electing three at-large members from staff located at distant sites to ensure no particular classification, or group, is over-represented.
    - **a.** The Executive Committee, with input from the Council, will determine this representation and solicit nominations accordingly.
    - **b.** At-large councilors elected to represent a distant site have a unique role which is to provide a voice and vote from the perspective of a distant site. The perspective is not intended to be in relation to their classification, or group.
    - **c.** Members at distant sites shall have the right to participate and vote in Council meetings through two-way technology.
5. The Executive Committee can appoint members on a temporary basis for up to one year to fill any empty seat.

~~**Section 2. Representation.**~~

~~**a.** On-Campus. Each group listed in Article III, Section 1 is represented on Staff Affairs by one member for every 50 employees or any fraction thereof in the group, provided that each group has at least one representative member on Staff Affairs. *[ed. 7-08]*~~
~~**b.** Off-Campus. Permanent positions will represent the campus sites and surrounding extension sites. The five permanent positions would be for (1) Coeur d'Alene/Post Falls/Sandpoint; (2) Boise; (3) Idaho Falls/Tetonia/Dubois/Aberdeen; (4) Twin Falls/Kimberly/Hagerman; and (5) at large (Parma, Caldwell, Caine Center, McCall/Taylor Ranch, Salmon, etc.). These positions would be permanent members of the On-Off Campus Committee, which currently exists as an ad-hoc standing subcommittee. Their roles would be: *[add. 7-08]*~~

- ~~Information Distribution. The Staff Affairs representative for each Center would collect information, report, and attend Staff Affairs meetings via teleconference.~~
- ~~Staff Appreciation Fair. Each Center (in collaboration with Staff Affairs) would hold a Staff Appreciation Fair at their location during Staff Appreciation month.~~
- ~~Information Liaison. For any information items that are needed, the representative would be the contact for his/her location. Examples of responsibilities could include: information gathering and dissemination, Human Resources visit coordination (for benefits-related purposes, training, etc.), communication about Staff Affairs activities (Staff Appreciation Fair, War on Hunger, policy issues, etc.), and communication/efforts in other areas.~~

~~**c.** The Assistant Vice President of Human Resources serves on Staff Affairs in an advisory capacity, without vote.~~

Section 3. Term. Staff ~~Affairs~~Council members are elected to serve a term of three years. No member may be elected to more than two consecutive terms.

Section 4. Eligibility. All staff, as defined in Article II, Section 1, are eligible for membership on Staff ~~Affairs~~Council.

Section 5. Vacancies.

a. The Chair of Staff ~~Affairs~~Council must declare a position vacant if a member is absent from four (4) consecutive meetings unless the member has informed the Chair and the absence is considered excused. Excused absences include approval of accrued leave and professional obligations. Staff ~~Affairs~~Council will fill the vacancy in the method described in Article III, Section 5, Paragraph b.

b. Vacancies are filled as quickly as possible by appointment of the candidate who, at the most recent election for the position vacated, had the next highest number of votes. If the vacancy cannot be filled in this way, the Staff ~~Affairs~~Council media coordinator gives notice of the vacancy as soon as possible in official UI communications and/or publications (i.e., The Register, Today@Idaho, Staff ~~Affairs~~Council website), as well as via Staff ~~Affairs~~Council email listservs, giving staff an opportunity to volunteer for Staff ~~Affairs~~Council service. The chair will appoint a person from the same group to complete the unexpired term from those responding to the vacancy notice; the appointment is subject to Staff ~~Affairs~~Council approval. A person appointed is eligible for election to the succeeding term.

Section 6. Change of Constituency. A Staff ~~Affairs~~Council member who changes job classifications, which then results in a change of constituency, may finish the remaining portion of that year of the term of office. Any remaining portion of the term will be filled by election at the next election of Staff ~~Affairs~~Council members; a Staff ~~Affairs~~Council member so elected is eligible for election to the succeeding term.

The member, whose new job classification puts them in a different category, should run for election on the next regular election ballot if a vacancy exists for the new classification. If a vacancy exists after a regular election, this person may be appointed to the new classification term.

ARTICLE IV--ELECTIONS.

Section 1. Continuity. To provide continuity of membership on Staff ~~Affairs~~Council, approximately one-third of the member positions are filled by election each year. As far as possible, terms of members representing the same group are staggered.

Section 2. Election Date. Elections of Staff ~~Affairs~~Council members are held such that the election results are presented at the April regular Staff ~~Affairs~~Council meeting. The election date is announced in official UI communications and/or publications (i.e., The Register, Today@Idaho, Staff ~~Affairs~~Council website), as soon as possible.

Section 3. Nominations. Appropriate procedures for nominations and elections are developed by the Elections Subcommittee and approved by Staff ~~Affairs~~Council (see Article IX).

Section 4. Seating of Members. Those elected are seated as Staff ~~Affairs~~Council members at the first regular meeting in June.

ARTICLE V--OFFICERS.

Section 1. Election and Appointment of Officers. At the May regular meeting, Staff ~~Affairs~~Council elects a chair and a vice chair to serve for the year beginning with the first meeting in June. The new chair appoints a secretary, treasurer, off-campus representative, and media coordinator to serve the same term; these appointments are subject to the approval of Staff ~~Affairs~~Council.

Only seated Staff ~~Affairs~~Council members are eligible to vote in the election. Only those persons who have been seated on Staff ~~Affairs~~Council are eligible for the office of chair. *[rev. 1-07]*

Staff ~~Affairs~~Council members who know they are going to be absent from officer and new member elections may cast an absentee vote in writing or email. The member's absentee vote must be received by the Staff ~~Affairs~~Council chair prior to the election. *[add. 1-07]*

Section 2. Chair. The chair:

- **a.** Presides at all meetings of Staff ~~Affairs~~Council;
- **b.** In consultation with Staff ~~Affairs~~Council, appoints required subcommittee chairs;
- **c.** Maintains lines of communication between Staff ~~Affairs~~Council and the president, the Faculty ~~Affairs~~Council Committee, the Faculty Senate, and staff; *[ed. 1-10]*
- **d.** Performs all other duties pertaining to the office of chair.

Section 3. Vice Chair. The vice chair:

- **a.** Assumes the duties and responsibilities of the chair in the absence or disability of the chair;
- **b.** Works closely with, and attends Staff ~~Affairs~~Council related meetings with the Chair; prepares reports of recommendations on policy actions for presentation to the president
- **c.** Is Chair of committees, convening meetings of standing and ad hoc committees, assuring procedures are followed and that specific charges of each committee are carried out;
- **d.** Performs such other duties as may be assigned by the chair or by Staff ~~Affairs~~Council.

Section 4. Past Chair. The past chair is:

- **a.** a valuable resource and is thus considered an ex officio member of Staff ~~Affairs~~Council (with vote).
- **b.** thereby also a member of the Officers Committee, whether or not his/her term has expired.

Section 5. Secretary. The secretary:

- **a.** Maintains an accurate record of all meetings of Staff ~~Affairs~~Council;
- **b.** Submits a summary of the minutes to the media coordinator for publication in official UI communications and/or publications (i.e., The Register, Today@Idaho, Staff ~~Affairs~~Council website) as soon as possible after each meeting;
- **c.** Maintains a notebook for the official record for the year. This notebook shall be turned in to the notebook library located in the Staff ~~Affairs~~Council office each year. The notebook shall include, but is not limited to:
  1) Approved minutes of all meetings;
  2) All handouts from all meetings;
  3) Letters of resignation or requests to serve on the committee;
  4) All committee election results;
  5) Annual Reports;
- **d.** Performs such other duties as may be assigned by the chair or by Staff ~~Affairs~~Council.
- **e.** Shall send all annual reports and minutes of meetings to the UI library for official archiving
- **f.** Maintains responsibility for the Staff ~~Affairs~~Council website.

Section 6. Treasurer. The treasurer:

- **a.** Maintains an accurate record of all the budgets and monetary transactions of Staff ~~Affairs~~Council;
- **b.** Reports to Staff ~~Affairs~~Council at all regular meetings;
- **c.** Performs such other duties as may be assigned by the chair or by Staff ~~Affairs~~Council.

Section 7. Communications On/Off Campus. The Communications representative:

- **a.** Helps promote better, consistent, and increased communication with the University of Idaho's on/off-campus staff;
- **b.** Finds a contact person for each off campus site;
- **c.** Mails all Staff ~~Affairs~~Council materials meeting handouts to off-campus locations;
- **d.** Creates an e-mail distribution list for all off-campus contact people and sends "staff" e-mail to them for distribution;
- **e.** Addresses issues and concerns that on/off-campus staff may have, including bringing the information to Staff ~~Affairs~~Council Committee meetings;
- **f.** Performs such other communications duties as may be assigned by the chair or by Staff ~~Affairs~~Council.

Section 8. Media Coordinator. The media coordinator:

- **a.** Serves as a consistent contact person for information to be published or released to various media sources;
- **b.** Gathers information from the chair, vice chair, secretary, and subcommittee chairs to be distributed for publication;
- **c.** Ensures all articles or releases are approved by the chair;
- **d.** Distributes information to the appropriate media organizations, such as The Register, KUID TV, local newspapers and radio stations, in a timely manner;
- **e.** Reports to Staff ~~Affairs~~Council at all regular meetings;
- **f.** Maintains a record of all releases;
- **g.** Performs such other duties as may be assigned by the chair or by Staff ~~Affairs~~Council.

Section 9. Filling Officer Vacancies.

- **a.** In the case of the position of Staff ~~Affairs~~Council Committee chair being vacant, the vice chair shall become the acting chair until the next regular meeting of Staff ~~Affairs~~Council, at which time any unexpired portion of the term shall be filled by a special election. If the vice chair becomes the chair at the special election, a new vice chair will also be elected at this meeting.
- **b.** In the case of the position of Staff ~~Affairs~~Council Committee vice chair being vacant, at the next regular meeting of Staff ~~Affairs~~Council a special election will be held to fill any unexpired portion of the term of vice chair.
- **c.** In the case of the positions of secretary, treasurer, off-campus representative, or media coordinator being vacant, at the next regular meeting of Staff ~~Affairs~~Council the chair will appoint a secretary, treasurer, off-campus representative, or media coordinator to fill any unexpired portion of the term of that office. The appointment will be subject to the approval of Staff ~~Affairs~~Council.

ARTICLE VI--ANNUAL REPORTS.

Section 1. Annual Reports. Staff ~~Affairs~~Council will compile an annual report. A preliminary report is to be presented at the June meeting of every year. The final copy of the Annual Report shall be submitted to the membership at the September meeting. Copies of the report will be sent to the President's Office, Provost's Office, Faculty Secretary's Office, and UI library archives.

Section 2. Contributors. The report will be composed of year-end summaries from each of the following members:

- **a.** the chair;
- **b.** the vice chair;
- **c.** the secretary;
- **d.** the treasurer;
- **e.** the on/off-campus communications representative;
- **f.** the media coordinator;
- **g.** the chairs of all standing subcommittees;
- **h.** the chairs of all ad hoc subcommittees;

Section 3. The Official Record. The annual report will constitute the official record for the year for Staff ~~Affairs~~Council. The final copy will be kept in the yearly Official Record Notebook maintained by the secretary.

ARTICLE VII--STAFF ~~AFFAIRS~~COUNCIL COMMITTEE MEETINGS.

Section 1. Regular Meetings. Staff ~~Affairs~~Council will hold at least six regular meetings each calendar year. Staff ~~Affairs~~Council designates the time and place for regular meetings.

- **a.** Quorum. A quorum of Staff ~~Affairs~~Council consists of half of the voting members of Staff ~~Affairs~~Council.

b. Agenda. The chair is responsible for the preparation of the agenda and distributes it to the members of Staff ~~Affairs~~Council (and all staff, if electronic mail permits) at least one week before each regular meeting.

c. Record of Attendance. The minutes of each meeting will show the names of the members present and of those absent.

Section 2. Executive Committee Meetings. The function of the Executive Committee meetings is to act for Staff ~~Affairs~~Council on emergency matters when Staff ~~Affairs~~Council will not have a regular meeting for a period of two weeks or more, and an issue pertinent to Staff ~~Affairs~~Council requires an immediate response. The Executive Committee reports to Staff ~~Affairs~~Council, and Staff ~~Affairs~~Council retains the authority to review actions of the Executive Committee.

a. Structure and Quorum. The Executive Committee is made of such members of Staff ~~Affairs~~Council as are present at a meeting called upon 24 hours written, electronic, or oral notice. Five voting members of Staff ~~Affairs~~Council constitute a quorum for the meetings of the Executive Committee.

b. Officers. The officers of Staff ~~Affairs~~Council also serve as the officers of the Executive Committee. In the absence or incapacity of both the chair and the vice chair, the members of the Executive Committee attending the Executive Committee meeting will designate a chair pro tempore. Minutes of Executive Committee meetings will be kept and presented in written form at the next regular meeting of Staff ~~Affairs~~Council.

c. Call of Meetings. Executive Committee meetings may be called on 24 hours' notice by the chair or vice chair or by the president of the university or the president's designee.

ARTICLE VIII -- MEETINGS OF THE UNIVERSITY STAFF.

Section 1. Meetings. A meeting of the UI staff will be called when requested by four or more members of Staff ~~Affairs~~Council or upon the written petition of at least 20 staff members. Notice of such a meeting must be given to the staff at large two weeks before the proposed meeting via official UI communications and/or publications (i.e., The Register, Today@Idaho, Staff ~~Affairs~~Council website). Notice will also be given via the Staff ~~Affairs~~Council email list serves. The president or the president's designee may call a meeting at any time. The chair of Staff ~~Affairs~~Council presides at meetings of the staff.

Section 2. Quorum. Those staff members present at a meeting properly called in accordance with this article constitute a quorum.

Section 3. Agenda. An agenda listing all substantive items to be acted upon must be published in official UI communications and/or publications (i.e., The Register, Today@Idaho, Staff ~~Affairs~~Council website), and sent via Staff ~~Affairs~~Council email listservs, at least one week before the meeting.

ARTICLE IX--SUBCOMMITTEES.

Section 1. Standing Subcommittees. The standing subcommittees will be appointed at the first regular meeting of Staff ~~Affairs~~Council in June. Each subcommittee is responsible for maintaining a list of standing rules, policies and procedures which must be approved by Staff ~~Affairs~~Council. The Staff ~~Affairs~~Council chair will appoint a chair of each standing subcommittee. The chair shall be an ex officio (with vote) member of all standing subcommittees, except the Officer Nomination Subcommittee. The standing subcommittees of Staff ~~Affairs~~Council are:

a. Election Subcommittee. The Election Subcommittee manages three tasks: *[rev. 1-10]*

1. The Election Subcommittee manages the nomination and election process for new members of Staff ~~Affairs~~Council by:
   (a) Submitting a statement to the Media Coordinator stating which member positions are to be filled by election, for publication in official UI communications and/or publications (i.e., The Register, Today@Idaho, Staff ~~Affairs~~Council website), during the month of February. Notice will also be

sent via Staff ~~Affairs~~Council email listservs. Nominations must be in writing and signed by the nominator.
(b) Confirming the eligibility and availability of each nominee;
(c) Preparing and distributing ballots, ensuring that each eligible staff employee has an opportunity to vote;
(d) Collecting and counting the ballots;
(e) Reporting the election results to Staff ~~Affairs~~Council at the April regular meeting. The election results are validated and the winning candidates named. The Staff ~~Affairs~~Council secretary records the order in which all candidates finished in the election. In the event the number of candidates and vacancies are equal in any category – the election shall be considered non-contested. These positions shall be elected by voice vote at the April Staff ~~Affairs~~Council meeting.

2. The Election Subcommittee monitors the vacancies and filling of staff positions on all UI standing committees.

3. The Election Subcommittee manages the process for electing new officers for Staff ~~Affairs~~Council in May. Nominations for new officers may be made from the floor or submitted to the chair of the subcommittee. *[add. & ren. 1-10]*

b. Staff Awards Subcommittee. The Staff Awards Subcommittee coordinates the annual Outstanding Employee Award nominations, selection, and award process and plans the annual Staff Awards Reception. The Awards Subcommittee works closely with the President's office and other administrators to coordinate the awarding of the awards. The Staff Awards Subcommittee also solicits contributions to the Staff Educational Endowment Fund (Endowment Fund), invites nominations for awards, ensures that information is provided to all staff and faculty regarding donations to the scholarship fund, and conducts the selection process. The nomination process is governed by these bylaws and states that a name shall be entered into nomination only once each year. The selection process is governed by the criteria set out in the Endowment Fund Agreement. The chair of the subcommittee must present the final number of awards and award amounts for the year to Staff ~~Affairs~~Council for approval. The results are presented at the annual Staff Awards Reception. *[rev. & ren. 1-10]*

c. Staff Appreciation Fair Subcommittee. The Staff Appreciation Fair Subcommittee plans and produces the annual Staff Appreciation Fair.

d. Policy Review Subcommittee. The Policy Review Subcommittee addresses issues directly related to benefits and compensation for staff as well as overseeing the bylaws to make sure they are up to date and accurate for the times. They shall review and initiate revisions to the bylaws and facilitate presentation of amendments to Staff ~~Affairs~~Council and UI Staff for recommendation of approval by vote as required. The chair of the Policy Review Subcommittee will serve as parliamentarian during Staff ~~Affairs~~Council meetings. The Subcommittee is responsible for reviewing University policies (including amendments thereto and proposed new policies in either the Faculty Staff Handbook or the Administrative Procedures Manual) on behalf of Staff ~~Affairs~~Council within the process established in Faculty Staff Handbook section 1460. The Subcommittee shall focus on policies that affect staff, and shall make a formal recommendation on policies it has reviewed on behalf of Staff ~~Affairs~~Council. *[rev. 1-07, rev. & ren. 1-10]*

e. Communications Subcommittee. The Communication Subcommittee is responsible for maintaining and updating the Staff ~~*Affairs*~~Council *websit*e, assisting with the creation of print material for other subcommittees, distribution of a "Welcome to Staff ~~Affairs~~Council letter" to new members, distributing information to UI staff members via the Staff ~~Affairs~~Council listserv, and serving as a communication bridge between staff and administration; researching issues/ideas and presenting this information to the committee to include those items that are submitted via the website, at committee meetings or by email inquiries. The Communications Subcommittee will facilitate periodic scheduling of Staff Forum and Staff Meetings to enhance reciprocal communication between UI staff, Leadership and Staff ~~Affairs~~Council. *[add 1-07, rev. & ren. 1-10]*

f. Learning and Development Subcommittee. The Learning and Development Subcommittee oversees the continued improvement and delivery of learning and development programs, such as SkillSoft, an online learning program and works to identify and expand professional development opportunities for UI staff. *[add. 1-10]*

g. Officers' Subcommittee. The Officer's Subcommittee is responsible for setting agenda items for the monthly Staff ~~Affairs~~Council meetings. Members of this committee are the chair, past chair, vice chair, secretary, treasurer, on-off campus communications representative, media coordinator, chairs of all standing subcommittees, and chairs of all ad hoc subcommittees. *[add 1-07, ren. 1-10]*

Section 2. Ad Hoc Subcommittees. Ad Hoc Committe*es will be a*ppointed as needed. The Staff ~~Affairs~~Council chair will appoint a chair of each ad hoc subcommittee. Staff ~~Affairs~~Council must approve a motion to form an Ad Hoc committee.

ARTICLE X--PARLIAMENTARY AUTHORITY. The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern Staff ~~Affairs~~Council in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order Staff ~~Affairs~~Council may adopt.

ARTICLE XI--AMENDMENTS. These bylaws may be amended either by a majority vote of the members of the staff voting at a duly called University Staff Meeting or by a majority vote of the members of the staff voting on a mail or electronic ballot. The notice of proposed bylaw amendments must be published at least two weeks prior to the vote in official UI communications and/or publications (i.e., The Register, Today@Idaho, Staff ~~Affairs~~Council website). These bylaws and amendments thereto are subject to review and approval by the president of the university or the president's designee.

FS-16-051
UCC-16-032f

University of Idaho
A LEGACY OF LEADING

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	CLASS		
Department/Unit:	English		
Dept/Unit Approval Date:	11/20/15	Vote Record:	Unanimous
College Approval Date:	12.08.15	Vote Record:	Unanimous
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):			

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:	X	Modify:		Discontinue:			
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	51
Option:							
Emphasis:	Linguistics and Literacy						
Minor:							
Academic Certificate less than 30 credits:							
Teaching Endorsement (Major/Minor):							
Overview of Program Component: Provide a brief narrative description	The English BA with a linguistics and literacy emphasis engages students in the formal study of language. Coursework covers language structures, development, and use. Students are introduced to the study of phonetics, phonology, morphology, and syntax. Electives explore the connection of linguistic knowledge to pedagogy. To complete the emphasis, students choose courses in one of two general areas: professional writing or literary studies.						

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Program Component Curriculum:

Required courses

The emphasis comprises a total of 51 credits.

Foundations (6 cr):

Engl 215	Introduction to English Studies	3
Engl 241	Intro to the Study of Language	3

And

Five courses (15 cr): Linguistics

Engl 442	Morphology and Syntax	3
Engl 407	Phonetics and Phonology	3
Engl 408	Language Acquisition and Development	3
Engl 496	History of the English Language	3
Engl 444	Sociolinguistics	3

And

Two courses from the following (6 cr): Pedagogy

EDCI 437	Foreign Language Methods	3
EDCI 448	Introduction to ENL	3
EDCI J449/J549	ENL Methods	3
Engl 413	ESL Methods I	3
Engl 414	ESL Methods II	3

And

Two courses from the following (6 cr): Electives

FLEN 243	English Word Origins	3
Engl 380	Introduction to U.S. Ethnic Literature	3
Engl 401	Writing Workshop for Teachers	3
Engl 402	Internship in Tutoring Writing	3
Engl 448	Psycholinguistics	3
Engl 481	Women’s Literature	3
Engl 483	African American Literature	3
Engl 484	American Indian Literature	3
Engl 485	Global Literatures in English	3
Anth 261	Language and Culture	3
Anth 427	Racial and Ethnic Relations	3
Comm 335	Intercultural Communication	3

15 credits that focus on writing **or** 15 credits that focus on literature are also required in order to satisfy the literacy component.

Writing credits can be satisfied with:

Foundation (3 cr)

Engl 202	Introduction to Professional Writing	3

And

Two courses from the following (6 cr)

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	Engl 207	Persuasive Writing	3
	Engl 208	Personal and Exploratory Writing	3
	Engl 293	Beginning Nonfiction Writing	3
	And		
		Two course from the following (6 cr)	
	Engl 309	Rhetorical Styles	3
	Engl 313	Business Writing	3
	Engl 316	Environmental Writing	3
	Engl 317	Technical Writing	3
	Engl 328	Science Writing	3
	Engl 393	Intermediate Nonfiction Writing	3
	Literature credits can be satisfied with:		
		Three courses (9 cr)	
	Engl 257	Literature of Western Civilization	3
	Engl 258	Literature of Western Civilization	3
	Engl 310	Literary Theory	3
	and		
		Two courses from the following (6 cr)	
	Engl 341	Survey of British Literature	3
	Engl 342	Survey of British Literature	3
	Engl 343	Survey of American Literature	3
	Engl 344	Survey of American Literature	3
	Capstone:		
	Engl 490	Senior Seminar	3

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

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This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	X	
Brief Description of financial impact:	The financial and administrative impacts would be minimal. All of the courses currently exist. We would, however, increase the frequency of offerings for the core linguistic courses. Specifically, the following courses are typically offered every two years; however, we would need to start offering these annually as enrollment increases. Engl 442 Morphology and Syntax Engl 407/507 Phonetics and phonology Engl 408 Language Acquisition and Development Engl 496 History of the English Language To absorb the impact, Engl 241 will be offered 3 times per year rather than 5 times.			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change: the first two years of the new emphasis, we have the necessary resources to offer the courses with the three faculty members and a lecturer. However, we anticipate that enrollment will increase and we will need to hire one full-time linguist after that time.

To measure learning outcomes, the students will, in their final year, have to complete a senior experience (3 credit). Students will be assessed on their knowledge of key concepts relevant to the courses. Assessment tools will include development of a linguistic portfolio that includes a paper and pedagogical materials that illustrate their ability to apply core linguistic concepts to language teaching of a second/additional language.

The admission requirements would be the same requirements that are currently required for English majors.

Currently, at the University of Idaho, we do not offer a major that brings together the scientific study of languages with the teaching of writing and literature. This new emphasis would fill a perceived gap. This program will prepare students who wish to teach abroad, work in the publishing industry, as a technical writer, or as a journalist, work in education, pursue a graduate degree, and work for government agencies.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by UCC Secretary:	03/04/2016		
UCC Item Number:	UCC-16-032f		
UCC Approval Date:	03/07/2016	Vote Record:	Unan
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

Institutional Tracking No. FS-16-052
UCC-16-036

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	September 17, 2015
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Engineering
Name of Department(s) or Area(s):	Biological Engineering (New)

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Biological Engineering (existing and continuing degree program)			
Degree:	Biological Engineering (existing and continuing degree program)			
Method of Delivery:	In-person			
CIP code (consult IR /Registrar)	N/A			
Proposed Starting Date:	July 1, 2016			
Indicate if the program is:	x	Regional Responsibility		Statewide Responsibility

Indicate whether this request is either of the following:

- [ ] New Program (minor/option/emphasis or certificate)
- [ ] New Off-Campus Instructional Program
- [x] New Instructional/Research Unit
- [ ] Contract Program/Collaborative
- [ ] Discontinuance of an Existing Program/Option
- [ ] Consolidation of an Existing Program
- [ ] Expansion of an Existing Program
- [ ] Other

College Dean (Institution)	Date	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**	Date	State Administrator, SDPTE **(as applicable)**	Date
Chief Fiscal Officer (Institution)	Date	Academic Affairs Program Manager	Date
Chief Academic Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/OSBE Approval	Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. <u>All questions must be answered.</u>

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

This request is to create a new Department of Biological Engineering in the College of Engineering (COE) to house an existing group of faculty and staff who currently administer and deliver existing B.S., M.Engr., M.S., and Ph.D. degree programs in Biological Engineering.

Prior to the 2014-15 AY, the Department of Biological and Agricultural Engineering in the College of Agricultural and Life Sciences (CALS) contained three primary entities. These were: (1) agricultural research and extension faculty in southern Idaho, (2) faculty who served the B.S. degree program in Agricultural Systems Management (ASM), and (3) faculty and staff who administered and delivered the B.S., M.S., MEngr., and Ph.D. degrees programs in Biological and Agricultural Engineering (BAE). For the latter engineering programs, the (COE) had academic responsibility while CALS had fiscal responsibility. As a recommendation of the UI's Focus for the Future program prioritization process, entity (3) above, including the BAE degree programs, the 7 faculty and 4 staff positions, and the supporting resources that delivered these engineering degree programs, were moved to the COE. The goal of this move was to consolidate academic and fiscal management responsibilities into one college, the COE, and align all engineering degree programs within the COE, thereby better serving the students and industry of the region. The existing Department of Biological and Agricultural Engineering, with entities (1) and (2) above, remained in CALS.

The effective date for the creation of this department will be July 1, 2016.

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

Growth in our understanding of biological systems and processes is unprecedented during the past decade. Our ability to engineer living systems to improve applications in agricultural, medicine, energy, and the environment is growing at a tremendous rate. Industry applications are in areas such as precision agriculture, healthcare technology, sustainable bioenergy, environmental remediation. The majority of the students who graduate from the current department have declared interests in Biological Systems Engineering and Environmental Engineering. The new department will continue to serve all of these students but the primary department emphasis will focus on the key areas of bioprocessing, bioenergy, and biomedical engineering. These areas will be addressed by re-targeting existing faculty and new hires to replace existing vacancies. The key areas are both areas of strong student interest.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The existing B.S. degree program in Biological Engineering is accredited by the Accreditation Board for Engineering and Technology (ABET). ABET was informed of the change in the administrative home of the engineering degree program during the recently concluded program prioritization process and reaccreditation process. They agreed to continue their accreditation through the current review cycle (2019) with the assurance that university resources devoted to the program do not change. University administration has committed to this maintenance of resources. Administration of the degree programs with the current resources in the proposed department will provide the best option for the COE to increase enrollments and continuously improve the quality of the degree programs.

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses.

Creation of the proposed department is an administrative action to address the need created by the program prioritization process. No new courses or course changes are proposed in this NOI.

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.**

This request is for creation of an academic department in the COE to house the existing faculty and staff who administer and deliver the existing undergraduate and graduate degree programs in Biological Engineering. These are existing, not new, degree programs. No changes are proposed to the degree curriculum in this request.

Credit hours required in major:	NA
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	
Credit hours in required electives:	
Total credit hours required for completion:	

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.**

No similar program is offered at any other Idaho university. Regionally, Utah State University has a Department of Biological Engineering and Washington State University has a Department of Biological Systems Engineering.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	None		None
CSI	None		None
CWI	None		None
EITC	None		None
ISU	None		None
LCSC	None		None
NIC	None		None
UI	None		None

7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance*.

Historical enrollment data are available from the Institutional Research office of the university.

Enrollment and Graduates. Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

Not applicable-no new program implementation proposed. This request is for creation of an academic department in the COE to house the existing faculty and staff who administer and deliver the existing undergraduate and graduate degree programs in Biological Engineering. These are existing, not new, degree programs.

The existing Biological Engineering degree program (formerly Biological and Agricultural Engineering) has 70-80 B.S. students and about 10 graduate students. We anticipate enrollment growth beyond these numbers based on anecdotal evidence from other schools that have made similar changes in program focus. One example is from Utah State University, whose enrollment increased over 50% in a five-year period from 2009-2013 after they made the same change (See Table Below).

Utah State University

COLLEGE OF ENGINEERING
DEPARTMENT OF BIOLOGICAL ENGINEERING

MAJORS (FALL SEMESTER)	2009	2010	2011	2012	2013
Undergraduate Headcount					
Biological Engineering	107	117	136	150	180
Biological & Agricultural Engineering					
PreBiological Engineering					
Total Undergraduate	**107**	**117**	**136**	**150**	**180**
Graduate Headcount					
Biological Engineering	32	30	30	33	37
Irrigation Engineering*	10				
Biological & Agricultural Engineering					
Total Graduate	**42**	**30**	**30**	**33**	**37**
TOTAL MAJORS	**149**	**147**	**166**	**183**	**217**

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU							
CSI							
CWI							
EITC							
ISU							
LCSC							
NIC							
UI							

Not Applicable. This table only relevant to programs proposed for discontinuation.

8. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

This request is for the creation of an academic department in the COE to house existing faculty and staff who administer and deliver existing undergraduate and graduate degree programs in Biological Engineering. These are existing, not new, degree programs. Some fraction of students may come from Biological Science or other engineering programs at the UI. Historically, the major has drawn the largest percentage of its students from outside UI. We do not expect a significant change in students entering the major from other programs within UI.

9. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance*.

This request is for the creation of an academic department in the COE to house existing faculty and staff who administer and deliver existing undergraduate and graduate degree programs in Biological Engineering. These are existing, not new, degree programs. As a discipline, Biological Engineering is commonly used to designate four areas of engineering specialization: bioprocessing, biomedical, environmental, and agricultural. According to the U.S. Bureau of Labor Statistics, the growth rate for biomedical engineering is projected to be 27% from 2012 to 2022, which is much higher than average for other occupations. Environmental engineering jobs are predicted to grow by 15%, which is also faster than average. Agricultural engineering jobs are expected to increase 5%, which is slower than average. Separate statistics for bioprocessing are not given.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance*.

	Year 1	Year 2	Year 3	Total
Region				
State				
Nation				

Verification of workforce requiring degree program Not Applicable-This NOI does not propose a new degree program.

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**
   NA
b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.
   N/A
c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.
   N/A

10. **Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe**. *This question is not applicable to requests for discontinuance.*

Currently, some portion of nearly all of the COE's engineering degree programs are made available to students at a distance. COE is planning that courses and potentially entire degree programs will be offered through Engineering Outreach, the College of Engineering's Distance Education program provider. The number of courses and programs offered and the rate at which they are offered will depend on the market interest. Details of distance education delivery are being provided for the existing Biological Engineering degree programs through a separate process within COE and the

University.

11. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

This request is for the creation of an academic department in the COE to house existing faculty and staff who administer and deliver existing undergraduate and graduate degree programs in Biological Engineering. These are existing, not new, degree programs.

12. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
	NA-degree programs already exist.

This request is for the creation of an academic department in the COE to house existing faculty and staff who administer and deliver existing undergraduate and graduate degree programs in Biological Engineering. These are existing, not new, degree programs.

14. Is the <u>proposed program</u> in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes ____ No _x___

If not on your institution's Five-Year plan, provide a justification for adding the program.

Not Applicable. This request does not propose a new program.

15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

This request is for the creation of an academic department in the COE to house existing faculty and staff who administer and deliver existing undergraduate and graduate degree programs in Biological Engineering. These are existing, not new, degree programs. As a department in the COE, potential students will be recruited the same as other engineering students at the UI. COE recruitment has been successful and enrollments in the college have been growing over the past several years.

16. Program Resource Requirements. Using the ***<u>Excel spreadsheet</u>*** provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

As a recommendation of the UI's Focus for the Future program prioritization process, the degree programs, including all positions and supporting resources that delivered these degree programs, were moved to the COE. The creation of this department creates an administrative structure for the degree programs within the college. The COE has academic responsibility for the degree programs and will continue to manage recruiting, advising, and program quality and accreditation. There are no new resources required to create this academic department for existing academic programs.

University of Idaho
A LEGACY OF LEADING

UCC-16-040a

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	CLASS		
Department/Unit:	Music (Lionel Hampton School of Music)		
Dept/Unit Approval Date:	10-15-15	Vote Record:	unanimous
College Approval Date:	10-27-15	Vote Record:	unanimous
CIP code (Consult Institutional Research):	50.1003		
Primary Point of Contact (Name and Email):	Leonard Garrison		leonardg@uidaho.edu

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:	X	Modify:		Discontinue:			
Graduate Level:		Undergraduate Level:		Law Level:		Credit Requirement:	
Option:							
Emphasis:	A.) Arts Administration Emphasis B.) Entrepreneurship Emphasis C.) General Business Emphasis						
Minor:							
Academic Certificate less than 30 credits:							
Teaching Endorsement (Major/Minor):							

Overview of Program Component: *Provide a brief narrative description*	The B.Mus. in Music Business previously did not feature specific Emphases, but the music faculty agrees that three new Emphases will serve students who have quite distinct interests and career paths (see below in Rationale).
Program Component Curriculum: *Required courses*	**Ensemble Participation**. An undergraduate music major must: (1) earn a minimum of eight credits in ensemble participation to be eligible for graduation and (2) enroll in an ensemble during each semester of full- time study. Various requirements are contained in the specific curricula. For curricular purposes, "major ensemble" is defined to mean MusA 116/316 Concert Choir - Vandaleers, 117/317 University Chorus, 119/319 Marching Band, 121/321 Concert Band, 122/322 Orchestra, or 120/320 Wind Ensemble. Other ensembles (listed in some curricula under "Chamber Music") consist of MusA 118/318 Jazz Choir, 315 Accompanying, 323 Jazz Ensemble, 365 Chamber Ensemble, and 180/380 Opera/Musical Theatre Studio. For students in the B.A. or B.S. in Applied Music ~~or the B.Mus. in Music: Business~~, the following minimum requirements apply depending on the primary applied area of the student: **Orchestral Instrument**: six credits in instrumental major ensemble and two additional credits in any instrumental ensemble. **Voice**: six credits in vocal major ensemble and two additional credits in any vocal ensemble. **Keyboard**: two credits in any major ensemble, four credits in MusA 315 Accompanying, and two credits in MusA 365 Chamber Ensemble. **Guitar**: four credits in any major ensemble and four credits in MusA 365-02 Chamber Ensemble: Guitar Ensemble. For students in the B.Mus. in Music: Business, the following minimum requirements apply depending on the primary applied area of the student: **Orchestral Instrument**: four credits in instrumental major ensemble and four additional credits in any instrumental ensemble. **Voice:** four credits in vocal major ensemble and four additional credits in any vocal ensemble. **Keyboard:** two credits in any major ensemble, two credits in MusA 315 Accompanying, and four credits in a ensemble. **Guitar:** four credits in any major ensemble and four credits in MusA 365-02 Chamber Ensemble: Guitar Ensemble. Transfer students must have a minimum of four semesters of ensemble participation at UI, at least two of which must be in a major ensemble. Music: Business (B.Mus.) Required course work includes the university requirements (see regulation J-3) and: ~~Acct 201 Introduction to Financial Accounting (3 cr)~~ ~~Acct 202 Introduction to Managerial Accounting (3 cr)~~ ~~Bus 301 Financial Management (3 cr)~~ ~~Bus 311 Introduction to Management (3 cr)~~ ~~Bus 321 Marketing (3 cr)~~ Comm 101 Fundamentals of Public Speaking (2 cr) ~~Econ 201 Principles of Macroeconomics (3 cr)~~ Econ 202 Principles of Microeconomics (3 cr) OR Econ 272 Foundations of Economic Analysis (4 cr)

MusA 115 Studio Instruction (2 cr)

MusA 124 Studio Instruction (6 cr)

MusA 145 Piano Class for Music Majors/Minors (1 cr)

MusA 146 Piano Class for Music Majors/Minors (1 cr)

MusA 245 Piano Class for Music Majors/Minors (1 cr)

MusA 246 Piano Class for Music Majors/Minors (1 cr)

MusA 324 Studio Instruction (8 cr)

MusA 387 Conducting I (2 cr)

MusA 490 Half Recital (0 cr)

MusC 139 Aural Skills I (2 cr)

MusC 140 Aural Skills II (2 cr)

MusC 141 Theory of Music I (2 cr)

MusC 142 Theory of Music II (2 cr)

MusC 239 Aural Skills III (1 cr)

MusC 240 Aural Skills IV (1 cr)

MusC 241 Theory of Music III (3 cr)

MusC 242 Theory of Music IV (3 cr)

MusH 111 Introduction to Music Literature (3 cr)

Three courses chosen from:

- MusH 201 History of Rock and Roll (3 cr)
- MusH 321 Music in Western Civilization I (3 cr)
- MusH 322 Music in Western Civilization II (3 cr)
- MusH 323 Music in Western Civilization III (3 cr)
- MusH 330 History of Musical Theatre (3 cr)
- MusH 410 Studies in Jazz History (3 cr)

MusX 101 Orientation for Music Majors (0 cr)

MusX 140 Recital Attendance (seven semesters) (0 cr)

MusX 410 Current Topics in Music Bus (3 cr)

MusX 498 Internship (1 cr)

Stat 251 Statistical Methods (3 cr)

MusA ensemble (in eight different semesters) (see "Ensemble Participation" above for requirements) (8 cr)

~~MusC elective at the 300 or 400 level (2-3 cr)~~

~~MusH elective at the 400 level (2-3 cr)~~

In addition to the requirements above, music electives (~~0-2~~ 6 cr) to reach a total of ~~64~~ 60 credits in music.

~~Two of the following courses (6 cr):~~

~~BLaw 265 Legal Environment of Business (3 cr)~~
~~Bus 324 Consumer Behavior (3 cr)~~
~~Bus 412 Human Resource Management (3 cr)~~
~~Bus 413 Organizational Behavior (3cr)~~
~~Bus 427 Services Marketing (3 cr)~~

And one of the following emphases:

A. Arts Administration Emphasis
Acct 201 Principles of Accounting (3 cr)
Acct 202 Managerial Accounting (3 cr)
Bus 301 Financial Management (3 cr)

Bus 311 Introduction to Management (3 cr)
Bus 321 Marketing (3 cr)
Orgs 210 Introduction to Organizational Sciences (1 cr)

12 credits chosen from the following:
Bus 411 Acquiring Human Capital (3 cr)
Bus 417 Developing Human Capital (3 cr)
Orgs 155 Financial Literacy (3 cr)
Orgs 220 Budgeting for Small Organizations (1 cr)
Orgs 221 Workplace Motivation (1 cr)
Orgs 222 Workplace Soft Skills (1 cr)
Orgs 305 Nonprofit Organizations (3 cr)
Orgs 407 Advanced Nonprofit Organizations (3 cr)
Orgs 415 Planning Professional Conferences and Events (3 cr)
Psyc 441 Human Relations in the Workplace (3 cr)

B. Entrepreneurship Emphasis
Acct 201 Principles of Accounting (3 cr)
Acct 202 Managerial Accounting (3 cr)
Acct 482 Enterprise Accounting (3 cr)
Bus 301 Financial Management (3 cr)
Bus 311 Introduction to Management (3 cr)
Bus 321 Marketing (3 cr)
Bus 414 Entrepreneurship (3 cr)
Bus 415 New Venture Creation (3 cr)

Three credits of the following courses (3 cr):
Bus 353 Application Development (3 cr)
Bus 378 Project Management (3 cr)
Bus 429 Vandal Solutions (1-6 cr, max 6)
Bus 456 Quality Management (3 cr)

C. General Business Emphasis
Acct 201 Principles of Accounting (3 cr)
Acct 202 Managerial Accounting (3 cr)
Bus 190 Integrated Business and Value Creation (3 cr)
Bus 301 Financial Management (3 cr)
Bus 311 Introduction to Management (3 cr)
Bus 321 Marketing (3 cr)
BLaw 265 Legal Environment of Business (3 cr)

Upper Division Electives in Business (6 cr):

Courses to total ~~128~~ 120 credits for this degree
Note: Students who wish to specialize in composition must: (1) take four credits of MusC 425 Composition as part of their ~~as their~~ ~~upper-division theory~~ music electives, and (2) substitute MusC 490, Recital, for MusA 490, Half Recital.

Students whose primary instrument is voice must substitute MusX 283-MusX 284 Diction for Singers for ~~either~~ ~~the MusC or MusH elective~~ four credits of music electives.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	

New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	X	
Brief Description of financial impact:	We anticipate the new degree to be more popular than the current music business degree; thus, the revised degree will increase enrollment in music, accounting, business, economics, and ORGS courses. The new course, MUSX 410 Current Topics in Music Business, will be taught by a Shawn Copeland, currently teaching one section MUSH 101, which will be re-assigned to a Graduate TA or another faculty. MUSX 410 will feature many guest speakers, so the instructor's role will be more to organize rather than to deliver original content.			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

The proposal is a major revision of the BMus Music Business degree including the following changes:

- •Reduce the total number of credits required from 128 to 120 credits;
- •Integrate the music and business sides of the degree by creating a new course, MusX 410 Current Topics in Music Business (3 cr) and requiring an internship in Music;
- •Make the music requirements in ensembles and music history more flexible;
- •Change the business requirements to reflect current market conditions;
- •Create three new Emphases—Arts Administration, Entrepreneurship, and General Business.

Many students have been initially attracted to past iterations of this degree, but few have completed it. Faculty in music and business have met multiple times over the past few years to develop a new curriculum that would appeal to a broader base of students, prove more practical in the current business climate, and integrate the music and business sides of the degree. The Arts Administration Emphasis specifically prepares students to follow a career in this field. The Entrepreneurship Emphasis encompasses the Entrepreneurship Academic Certificate that is offered by the Department of Business in cooperation with other units throughout campus. The General Business Emphasis prepares students for an MBA.

Our accrediting agency, the National Association of Schools of Music (NASM) recommends that BMus degrees in music business include a minimum of 50% of credits from music and at least 15% in an associated field (in this case, business). The proposed degree conforms to this recommendation.

Most undergraduate degrees at the University of Idaho have been reduced from 128 to 120 credits, so this change is in line with university norms. Representatives of NASM recommended reducing music degrees to 120 credits in their 2015 Visitors' Report.

Music majors who have no background in piano would still need to take MusA 145 and 146 as preparation for MusA 245 and 246, but these two credits would count as music electives rather than specific degree requirements. Many music majors already have piano skills and are waived from MusA 145 and 146 as a result of placement tests.

Assessment for this degree will align with assessment tools and benchmarks that are in place for other music degrees including entrance auditions, upper division standing jury, recital auditions (capstone experience), senior exit surveys, and senior exit interviews.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

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The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		NoX	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		NoX	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:	3/1/16		
Date Received by UCC Secretary:	03/02/16		
UCC Item Number:	UCC-16-040A		
UCC Approval Date:	03/07/2016	Vote Record:	Unan
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

1640.20- UNIVERSITY BUDGET AND FINANCE COMMITTEE

A. FUNCTION. The function of the University Budget and Finance Committee is

A-1. To advise the president, provost and the vice president for finance on matters pertaining to operating and capital budgets. The Committee will periodically review policy matters regarding the use of state appropriated funds, university expenditures (e.g., salaries, benefits, operating costs, capital outlays, etc.), operating and strategic reserves, long and short term capital plans, and deferred maintenance plans. [ed. 7-06, rev. 2-11, 7-15]

A-2. To be involved strategically in the university budget process. The Committee may help define the budget process and goals, and participate in university budget hearings and meetings. [rev. 7-15]

A-3. To initiate and/or respond to the study of budget and financial policies and issues. [rev. & ren. 7-15]

A-4. To provide periodic reports to Faculty Senate and Staff Affairs on matters pertaining to university finances and budgets. [ed. 7-09, ren. 7-15]

B. AGENDA. The agenda of each meeting will be set by the Chair of the committee in collaboration with the vice president for finance and/or the provost. The vice president for finance is the point of contact for the committee and is responsible for notifying the committee of relevant meetings dealing with university finances and budgets. The Senator in the second year, or designee, on the Budget and Finance Committee is responsible for reporting to the senate activities of the committee. [ed. 7-06, rev. 2-11, 7-15]

C. STRUCTURE AND MEMBERSHIP. The committee is composed of ~~11~~ 13 voting members plus 5 nonvoting members. The voting members will consist of seven faculty, ~~,~~four selected by Committee on Committee's and three Senators elected from the Faculty Senate. Three staff~~all (except students) serving on three year staggered terms, and five nonvoting members as follows: five faculty (two~~ four ~~selected by Committee on Committees, three elected by Faculty Senate from among senators beginning their second year of service on the senate), three staff~~ (not associated with the university financial or budget offices), three students (selected by the Committee on Committees from nominations provided by the Associated Students of the University of Idaho, Graduate & Professional Student Association and the Student Bar Association). Ex Officio (w/o vote) membership includes: Provost and Executive Vice President, Vice President for Finance, Budget Director, Director of Institutional Research and Assessment. [rev. 2-11, 7-15]

The committee's chair will be selected by the Committee on Committees from one of the ~~five~~ seven faculty members. A broad representation of faculty, staff and students across the various colleges of the university is expected. [ed. 7-09, rev. 2-11]

Changes to address concerns expressed by Administration per senate meeting 2/2/16 and clarify UFM 5/5/15 changes.

3710

LEAVE POLICIES FOR ALL EMPLOYEES

PREAMBLE: This section describes the various kinds of leaves that are available for all UI employees. (See section 3720 for Sabbatical Leaves limited to faculty members.) This section and the following one were original parts of the 1979 Handbook*. The most substantive changes since that time have been the addition (under Governor Andrus) and subsequent deletion (under Governor Batt) of service leave for children at school and changes to subsection L that reflect changes in federal regulations. In 2002 extensive changes were made to subsection K that reflected Regent policy and current practice. In 2008 extensive changes to this policy were approved following many years of committee work involving Faculty and Staff Affairs, General Counsel, and Human Resources and a new section M was added on servicemember family leave due to a federal law change. In July 2010 a section R was added to address the Fiscal Year 2010 Furlough and in July 2011section R was removed and a new policy, FSH 3450, was created to address employment actions such as temporary furloughs. Unless explicitly noted, the text is as of July 1996. Further information is available from Human Resources (208-885-3609).* [ed. 7-97, 7-05, rev. 7-98, 7-02, 2-08, 7-10, 7-11]

CONTENTS:

A. GENERAL.

A-1. The university (hereinafter referred to as university) strives to offer leave programs that are both comprehensive and flexible to meet employee needs. Leave with or without pay is extended to employees under a variety of circumstances described below. Exceptions may be granted in special circumstances [R; APM 55.09, 55.07, 55.38; FSH 3120, 3720 and 6230] *[ed. 2-08, 7-10]*

A-2. The term "leave" refers to an employee's absence from duty. Each leave type as contained in this policy discusses circumstances in which such an absence may be continued with pay when leave accruals are available or when leave is approved without pay. Certain types of leave may require or provide options to take one leave concurrent with another. For example, sick and annual leave may be taken or may be required to be taken concurrently with other types of leave. All leaves are subject to approval.

A-3. Unless otherwise noted, for purposes of this policy, "immediate family member" includes: your spouse, your child, parent, brother, sister, grandparent, and these same relationships of a spouse, by marriage, adoption, or foster arrangement. An immediate family member may also include an individual who has assumed a similar relationship to those above, other than the relationship of spouse*, and for whom the employee or the individual has had financial

responsibility for the other. An immediate family member also may include any individual who is a qualified dependent under IRS regulations. The university reserves the right to request documentation establishing financial responsibility or qualifying status as an IRS dependent.

*Due to the 2006 "marriage amendment" to the Idaho Constitution the university, despite the wishes of the Faculty Senate, is unable to include domestic partnerships. *[ed. 1-10]*

A-4. Separation from employment or the term terminating employee refers to an employee's separation from all employment.

A-5. A break in State of Idaho service is defined as job termination that is separated by at least three (3) business days prior to re-employment with the university or any other State of Idaho employer.

A-6. Full and part-time employees are eligible for some or all leaves discussed in this policy.

a. Benefit-eligible employees are those who hold a board-appointed position [FSH 3080] and are employed at least half time or greater.

b. Individuals who are employed at least half time or greater as temporary help (TH) and who are expected to complete five (5) months or more of continuous university service and are eligible to participate in the Public Employers Retirement Plan for Idaho (PERSI) are eligible for limited benefits, including annual leave, sick leave and pay for holidays on which they do not work [FSH 3090].

A-7. Leave may not be taken in advance of accrual and may not be taken in excess of 80 hours in a pay period. *[rev. 7-15]*

A-8. Leave may not be taken on an employee's first day of employment. If an employee is unable to report for work on their specified first day of employment; employment will not begin until the first day that the employee reports for active duty.

A-9. All employees, including faculty and exempt employees, are responsible for recording all leave taken on bi-weekly time reports and complying with the terms of leave policies, including, but not limited to:

a. completing application for leave and providing medical evidence and other requested information;

b. abiding by any and all return-to-work restrictions; and

c. returning to work following expiration of approved leave.

Failure to uphold these responsibilities may result in absence without approved leave. Eligibility to preserve employment may be affected and/or the employee may be subject to disciplinary action, up to and including termination from employment as provided in appropriate university policies [FSH 3910, 3920 and 3930].

A-10. Employees who are exempt from overtime accrual or payments may be absent from work for approved periods of less than ½ work day without charge to sick or annual leave. Sick, annual or other paid time off must be charged in ½-day increments when ½ day of work or more is not performed, except when alternative work has been performed in conjunction with an approved flexible schedule.

Employees who are not exempt from earning overtime accrual or payments shall record all approved absences in 1/4-hour increments, except when time loss has been made up through an approved flexible schedule.

A-11. Absent written agreement to the contrary, an eligible employee typically earns credit toward retirement plan vesting (see your PERSI, IORP or federal retirement plan document for details) and earns annual and sick leave accruals during the portion of any leave that is paid, except that sick and annual leave do not accrue during terminal leave [J], or in some circumstances during administrative leave [H-5]. An employee typically will not be given such credit for any periods of unpaid leave.

A-12. No break in service will occur during any approved paid or unpaid leave for the purposes of determining eligibility for retiree health benefits.

A-13. Departmental administrators are responsible for approving and ensuring the reporting of leave, via Banner, taken by the employees in their respective units. For procedures regarding reporting and monitoring leave see APM 55.08. The Banner system and Human Resources records are the official university leave records. *[ed. 7-10]*

A-14. Human Resources is responsible for coordinating requests and reviewing compliance with all types of leave other than sick, annual and medical appointment leave discussed in this section. [APM 55.09] *[ed. 7-10]*

B. ANNUAL LEAVE.

B-1. Employees receive annual leave based on their classification of employment. [FSH 3080]

a. Classified Employees on full-time fiscal-year appointments accrue annual leave based on hours worked at the rate of approximately 3.7 hours bi-weekly for the first five full years of service, with a maximum accumulation of 192 hours; 4.6 hours bi-weekly up to 10 years of service, with a maximum accumulation of 240 hours; 5.5 hours bi-weekly up to 15 years of service with a maximum accumulation of 288 hours; and 6.5 hours bi-weekly for more than 15 years of service with a maximum accumulation of 336 hours. [RGPP II.E.3; FSH 3080; APM 55.08 and 55.09] *[ed. 7-10]*

b. Faculty on full-time fiscal-year appointments and exempt employees, including postdoctoral fellows, accrue annual leave at the rate of 7.4 hours bi-weekly and may accumulate a maximum of 240 hours. [RGPP II.F.3, FSH 3080, APM 55.09] *[ed. 7-10]*

c. Faculty who hold academic-year appointments do not accrue annual leave. Their periods of obligation and leave are governed primarily by the academic calendar, subject to stipulation by the employee's dean. [FSH 3120]

B-2. Annual leave for classified and exempt appointment of less than 100% full-time, but equal to or greater than half-time, is accrued based on hours worked and at a rate based on the employee's classification [B-1]. No annual leave is accrued for less than half-time service.

B-3. Temporary employees who are eligible for PERSI accrue annual leave beginning on the first day of employment in an eligible position at a rate of .0462 times hours worked within each bi-week, however leave is not earned until the benefit qualification period has been satisfied.

Annual leave for qualified temporary employees accrues, but is not earned until the employee has worked at least 20 hours per week and for a period of at least five (5) months (the benefit qualification period). Approval to use accrued, but unearned annual leave may be approved by the employee's supervisor under special circumstances. However, in the event that accrued annual leave is taken before it is earned and the employee also voluntarily separates or is terminated for cause before annual leave is earned, the value of unearned annual leave taken will be withheld from pay, other earning or payments or must otherwise be repaid to university.

Leave Accrual Example:
Annual leave accrues based only on hours worked.
62 hours worked times .0462 results in 2.90 hours of accrual and may accumulate to a maximum of 192 hours.

B-4. Annual leave accrual is temporarily suspended when the accumulation reaches the maximum allowance. Once the leave accumulation drops below the allowed maximum, accruals resume.

B-5. Employees eligible for overtime earn overtime based on only hours worked. There is no overtime accrual based on annual leave, sick leave, compensatory time, holidays or any other paid time off.

B-6. Annual leave continues to accrue while on any paid leave, except that annual leave does not accrue on hours of compensatory time used; during terminal leave [K]; during academic transitional leave [J] or for temporary employees who accrue annual leave based only on hours worked.

B-7. At the employee's option, accrued annual leave may be used during any approved leave that could otherwise be taken as sick leave. [RGPP II.I.2.b.]

B-8. Annual leave must be scheduled in advance and requested in writing by the employee. Annual leave may not be taken without the supervisor's written approval. Both the employee's vacation preference and business needs of the unit must be considered in establishing mutually agreed periods of leave [APM 55.09]. *[ed. 7-10]*

a. Supervisors are responsible for coordinating and approving requests for annual leave of all employees in their respective units.

b. An employee on approved annual leave, who becomes eligible to use sick leave through unforeseen events, may use sick leave in lieu of annual leave with approval from his/her supervisor. Documentation to support the use of sick leave may be required.

B-9. Leave balances are paid to employees upon separation (i.e. resignation, retirement layoff, non-renewal, termination) from all State of Idaho employment [IC 67-5334]. Leave balances are transferred from the university to other State of Idaho employers when the university employment ends and a new position is accepted with any State of Idaho employer when there is no break in state service [A-5]. However, the university reserves the right to require an employee to exhaust some or all annual leave prior to any job or employment separation.

Employees separating upon the expiration or termination of a grant will be required to use annual leave before the last day of employment.

In the event of an employee's death, payment is made to his or her estate.

The effective date of the employee's separation is the last day on which he or she reports to work for the university, unless the Assistant Vice President (AVP) for Human Resources or designee has approved a written request for alternative termination arrangements that are in the best interests of the university.

A termination extended through the use of accrued annual leave must be approved in advance, in writing, by the AVP for Human Resources or designee and unit administrator and shall be treated as terminal leave. [J and APM 50.20]

In the event that an academic administrator transitions from a position eligible for annual leave to a faculty position in which annual leave does not accrue, balances should be exhausted prior to the start of the new appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by the AVP for Human Resources, or designee.

B-10. Any individual, regardless of type of appointment, with an annual leave balance who transfers or who is reassigned to another unit within the university may be required to exhaust all existing annual leave prior to starting the new assignment.

B-11. Payment in lieu of annual leave taken for any reason other than separation from employment is granted only by exception or under other special circumstances within the business needs of the university.

B-12. Eligibility requirements for annual leave for temporary help (TH) can be found in FSH 3090.

C. SICK LEAVE.

C-1. Employees that work at least 40 hours in a bi-weekly pay period for at least five (5) consecutive months accrue sick leave. Accrual is approximately 3.7 hours bi-weekly for full-time service. [FSH 3090 C]

C-2. Sick leave accumulation for half-time but less than full-time service is accrued proportionately based on hours worked and earned at the rate of .0462 for each hour worked.

C-3. Sick-leave may be accumulated without limit.

C-4. Sick leave cannot be taken in advance of accrual. If, at the end of a bi-weekly pay cycle, absences exceed sick leave accumulation, the hours will be charged to compensatory time first, if available, and then to annual leave. If there is no leave accumulation, time will be unpaid. ~~If sick leave or other types of paid leave are available for an approved absence of any duration, time-off must be taken using available paid leave and may not be taken as unpaid leave, unless such absence has been approved as a personal leave [N] without pay in accordance with the guidelines of this policy~~*[ed. 2-08]*

C-5. Sick leave continues to accrue while on any paid leave, except for hours of compensatory time used; during terminal leave; and/or during academic transitional leave [I].

C-6. Sick leave may not be used in lieu of annual leave, except when the conditions of B-8. b. above have been met.

C-7. Sick leave may be taken only as follows:

a. Illness of Employee. An employee's own illness ~~or,~~ injury, or ~~parenting~~ child birth by an employee ~~(see FSH 3710 E)~~ that prevents the employee from performing his or her assigned duties; or in the event of exposure to contagious disease if, in the opinion of responsible authority, the health of others would be jeopardized in the work place.

b. Illness of an Immediate Family Member. When the illness or injury of an immediately family member as defined in [A-3] of this policy requires the attendance of another, the employee may use his or her own available sick leave.

c. Death of an Immediate Family Member. In the event of a death of an immediate family member as defined in [A-3] of this policy; up to fifteen (15) days of sick leave may be used immediately following the event, but can be extended if there are special circumstances. The unit administrator and the AVP for Human Resources or designee may approve an extension of leave for up to a total of thirty (30) days of sick leave.

d. Death of a Family Member. Sick leave usage for the death of a family member other than a member of the immediate family as defined in [A-3] of this policy is limited to a maximum of five (5) days of sick leave immediately following the event.

e. Medical Appointments. Personal or family appointments for medical, dental, optical treatment or examination, or meeting with an Employee Assistance Program professional, including time for travel to and from such appointments. An employee is allowed up to two hours of time off per month for such appointments without charge to sick leave provided satisfactory arrangements have been made with the employee's supervisor. If the employee has absences totaling more than two hours in a month, such absences must be reported and charged to sick leave. There is no carryover balance from month-to-month.

f. Parenting/Adoption. All employees are entitled to use sick leave for parenting/adoption and follow the same leave use and benefits as described under E. Parenting Leave. Only one employee is eligible for parenting leave immediately upon hire regardless of Family Medical Leave Act (FMLA) eligibility requirements see E-2. The initial probationary period for staff is suspended until such time that the employee returns to work, see FSH 3360.

Commented [TA(1]: FAC 11/18/15: Remove - creates confusion, see L-2 & N-2.

Commented [TA(2]: FAC: Returned to "childbirth" for clarification purposes to clarify that a birth mother can use sick leave.
Senate 3/1/16: Cleaned up language.

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Commented [TA(3]: FAC inserted for clarification purposes allowing use of sick leave.

Commented [TA4]: Intent is that when both parents are UI employees, only one is eligible.

Commented [TA5]: To ensure this does not affect Faculty's tenure probationary period which is 5 years, should not interfere with the tenure process already established in FSH 3520.

Commented [TA6]: Provost's comment about someone trying to get past their probationary period.

~~f~~g. **Organ Donation.** Full- and part-time benefit eligible employees may use up to five (5) days of sick leave for bone marrow donation and may use up to thirty (30) days of sick leave to serve as a human ~~donation~~ organ donor during an approved family medical [L] or personal leave [N]. *[ed. 2-08]*

Commented [TA7]: Senate rev. 2/2/16

C-8. Attendance at work is a job requirement for all positions at the university. Excessive absenteeism can affect job performance. Supervisors have the right to set attendance standards and require medical evidence to support absences that exceed these standards. Absences that occur during an approved family medical leave [L] are exempt from these requirements.

C-9. The federal Family Medical Leave Act of 1993 (FMLA) was adopted as law to protect the best interest and job security of employees. The university may initiate family medical leave (FML) and will apply FML concurrently with sick leave when the employee's own illness, work-related injuries, or an illness of a family member is covered by FML. In these circumstances, sick leave must be used before unpaid FML is taken [L-2].

C-10. An employee may be eligible for FML after three (3) consecutive days of sick leave, unpaid or other absence [L-4] and may initiate a request for FML at any time prior to an absence which they suspect may qualify. However, the university may also initiate FML and will typically take steps to determine if an absence qualifies as FML when an employee has missed five (5) consecutive workdays or longer by providing the employee with an absence questionnaire and FML application. A failure to comply with a request to complete the absence questionnaire and/or the FML application (if applicable) may result in absence without pay and/or disciplinary action, up to and including dismissal from employment as provided in relevant university policies [FSH 3910, 3920 and 3930]**.**

C-11. Employees transferring without a break in service from a qualified Idaho state agency or from the university to another state agency will be credited with their accrued sick leave by the receiving agency. All unused sick leave is forfeited when an employee is separated from state service. No compensation is made for such unused leave, except as provided in C-12 in the case of employees who are retiring from the university. If an employee returns to state service or to the university within three (3) years after separation, sick leave forfeited at the time of separation will be reinstated.

C-12. Employees who retire and then return to work at the university may not be entitled to reinstatement of sick leave balances. In this instance, only the ***unused*** portion of sick leave that was converted at the time of retirement [C-13 and FSH 3730 C] to pay for retiree health benefits may be reinstated for employees who separate for retirement purposes and later return to work at the university.

C-13. An employee who retires under the eligibility conditions for retirement or disability retirement as stated in FSH 3730 may apply a pre-determined amount of unused sick leave accrued since July 1, 1976, as payment for continued coverage under the university retiree health program. [FSH 3730, APM 55.39] *[ed. 7-10]*

D. HOLIDAYS.

D-1. The university is closed at least eleven (11) holidays each fiscal year. [3460 F-2]

D-2. Board-appointed employees [FSH 3080] and temporary help employees participating in PERSI [FSH 3090] are eligible to receive holiday pay. *[ed. 2-08]*

D-3. Benefit-eligible employees [A-6.a.] who are employed full time (87.5 percent or greater) receive holiday pay based on eight (8) hours for each holiday. An employee who works a compressed work schedule to include more than eight (8) hours each day, such as four (4) ten-hour workdays in one week, will still receive only eight (8) hours of holiday pay. With supervisor approval, the employee may make up the difference between their regular hours of work and the holiday pay for that day (two [2] hours in this example) through a flexible work schedule within the same work week [FSH 3460], or may use accrued compensatory time or annual leave, or take the time as unpaid.

D-4. Benefit-eligible employees [A-6.a.] who are employed at least half time but less than full-time, are entitled to receive holiday pay, pro-rated based on the average number of hours scheduled each week. The number of hours scheduled on a routine basis (not the hours worked in the week in which the holiday falls) is divided by five (5) days. For example:

20 hours per week / 5 = 4 hours of holiday pay
25 hours per week / 5 = 5 hours of holiday pay
30 hours per week / 5 = 6 hours of holiday pay

D-5. The university embraces diversity and recognizes that our workforce is derived from many diverse cultures to include many different religious preferences. An individual may be absent from work to observe a religious holiday consistent with his or her own religious beliefs and practices when the day is not consistent with the university's official holidays, provided advance notice is given. Pay for these absences are as follows:

a. Benefit-eligible employees may use their accrued compensatory time or annual leave to receive pay for an observed religious holiday that is not an official university holiday.

b. Employees who are not benefit-eligible, or who do not have compensatory or annual leave available, may observe the holiday without pay; or, with advance supervisory approval, employees may make up the hours in the same work week [FSH 3460].

D-6. Benefit-eligible employees are entitled to holiday pay while they are on other approved paid leave, or during any portion of paid or unpaid family medical leave.

E. PARENTING LEAVE. *[add. 7-15]*

E-1. Employees ~~who meet FMLA eligibility requirements (see FSH 3710 M-3)~~ are entitled to ~~16~~ 12 weeks of job protected leave with continuation of group health insurance coverage within 12 months of the birth, adoption, or foster placement of a son or daughter. ~~All Parenting Leave allowed under this Section E is considered Family Medical Leave.~~

Son or daughter means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and ~~"~~incapable~~"~~ of self-care because of a mental or ~~"~~physical disability~~" at the time of the FMLA leave request.~~

E-2. If both parents are employees of the university each is entitled to take the same amount of parenting leave as allowed for a single employee. Only one employee is entitled to parenting leave if both parents, as employees, have not met FMLA eligibility requirements as stated in M-3.

E-3. Employees can choose to use a combination of accrued paid leave or unpaid leave. However, ~~E~~employees must first use accrued sick leave (see FSH 3710 M-2) and any accrued annual leave or compensatory time they have in excess of 80 hours before going on leave without pay. ~~The remainder of the job protected leave will be unpaid, unless the employee chooses to use a combination of accrued annual leave, or compensatory time.~~

E-~~4~~5. ~~Employees are encouraged to familiarize themselves with FMLA guidelines before requesting or granting Parenting Leave. "Fact Sheets" that explain FMLA (numbers 28 through 28M) may be found on the United States Department of Labor Wage and Hour Division website.~~ The Parenting Leave described in this section E. is intended to encompass the University's obligation to provide Family Medical Leave under the federal Family Medical Leave Act ~~for the birth or placement of a son or daughter for foster care or adoption as described in sub-sections M-1.a and M-1.b of this policy.~~. Parenting Leave under this Section E. may exceed the requirements and benefits for the Family Medical Leave described under sub-sections M-1.a and M-1.b of this policy, but Parenting Leave must, at a minimum, comply with the requirements of the Family Medical Leave Act as set out in Section M of this policy.

E-~~6~~5. Leave may not be used for both foster care and adoption consecutively if foster placement leads to that adoption of the son or daughter.

Commented [TA8]: FAC – Unnecessary, see E-4.

Commented [TA9]: FAC: Unnecessary see E-4 below and necessary to remove for the new "C-7 f" to work, per FMLA eligibility rule.

Commented [TA10]: FAC: Unnecessary see E-4 below.

Commented [TA11]: Ensure only one employee is eligible upon hire.

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Commented [TA12]: Added to seek a compromise to address Administration's concern about employee's accumulating leave and UI managing unfunded risks such as leave payout.

Commented [TA13]: FAC: Unnecessary, first sentence states employee can choose to use a combination of leave.

Commented [TA14]: FAC feels this is unnecessary to state in the FSH and is not done for other federal regulations.

Commented [TA15]: FAC unnecessary, stated in next sentence.

E-~~7~~6. Alternate or reduced work schedules are addressed in FSH 3710 M-13 b.

E-~~8~~7. See FSH 3710 R-1 for exceptions to University leave policies.

F. MILITARY LEAVE. *[ren. 7-15]*

F-1. Faculty and staff, regardless of whether or not they hold a fiscal-year or academic-year appointment are eligible for leave of up to fifteen (15) working days in a twelve (12) month period for active duty or military training. Leave for State of Idaho military duty or training is limited to fifteen (15) days within a calendar year. Employees who are in board-appointed positions [FSH 3080] are eligible for paid military leave. When called to active duty or training, the university will pay the difference between military pay received from the U.S. or State government, but cannot duplicate pay. This is accomplished by full pay during an approved military leave. The employee must provide documentation of military pay received during leave, within ninety (90) days of return from leave or upon earlier job separation. The employee is required to repay to the university any amount which exceeds their regular base pay for the same period. Unpaid military leave may be requested if the employee knows their military pay will exceed their university pay. Annual and sick leave credit towards length of service for retirement plan, and other vesting will continue to accrue during the fifteen (15) working days of military leave and eligibility for employee health benefits will continue whether military leave is requested with or without pay. An employee at their own option may instead request annual leave on the same basis as any other vacation or other time off and if approved, may use annual leave and retain full military pay. [APM 55.09 and 55.38] *[ed. 7-10]*

F-2. Any employee who is called to active duty and/or is required to serve more than fifteen (15) working days is eligible for up to five (5) years of military leave. Eligibility for employee health coverage will continue at a minimum through the first thirty (30) calendar days of service while on an approved military leave. The employee will be required to pay the employee share of the health care costs, as well as the costs for his/her dependents.

F-3. An employee may use annual leave and/or accrued compensatory time for military service and continue to receive pay and benefits before commencement of military leave.

F-4. Military leave beyond the first fifteen (15) working days is generally granted without pay and benefits. Health care coverage will end for the individual who is called to active duty after the first thirty (30) days of service. However, coverage for his/her dependents may continue for up to an additional six (6) months, provided that the employee has made arrangements with Benefit Services to pay the full cost of coverage, on at least a monthly basis. In this instance, any other coverage provided by U.S. military programs will be primary.

F-5. When on military leave or when his/her dependents are not eligible for coverage elsewhere, the employee or his/her dependents, individually or as a family, may be eligible to continue health care coverage through COBRA.

F-6. An employee may elect to continue group life insurance benefits in effect for the employee or his/her dependents on the date the employee is called to active duty for a maximum period of thirty (30) days. However, the employee must self-pay the full cost, based on rates and eligibility rules afforded to others who are actively at work. Benefits from these programs generally exclude losses resulting from participation in a military organization or from an act of war. An employee may also have the right to life insurance portability or conversion to an individual life insurance policy following termination of benefits in the group plan.

F-7. Upon reinstatement, the employee's health plan will resume as if their employment had not been interrupted.

F-8. In accordance with state and federal law, an employee upon return will be reinstated to his/her former position or a comparable position without loss of seniority, status or pay rate provided the employee returns with an honorable discharge and within five (5) years from departure date from the university.

a. In some situations, re-employment may not be possible, such as when there has been a significant change in circumstances, if re-employment would impose an undue hardship on the university or department, or if the person's employment was temporary in nature, such as positions that are grant-funded for a specific duration and/or temporary help (TH) positions.

1. If the returning employee's skills need upgrading to meet the requirements for a prior or promoted position, the university will make reasonable efforts to refresh or update these skills unless such efforts would create undue hardship for the university.

2. When an employee with a service-related disability is not qualified to perform the essential functions of his/her job after the university has made reasonable efforts to accommodate the disability, the employee may be placed in another position of comparable pay, rank, and seniority.

b. Employees returning from military leave must provide the university with written timely notification of intent to return to their position. The university may require documentation that the person's application for reemployment is timely and that the person's discharge from uniformed services was under honorable conditions. University procedures will follow the applicable state and federal law, including but not limited to the Uniformed Services Employment & Reemployment Rights Act (USERRA), 38 U.S.C. 4301-4333, enforced by Department of Labor's Veterans' Employment & Training Services (VETS) (www.dol.gov/vets.)

F-9. Retirement benefit contributions are suspended while the employee is on unpaid military leave. Upon reinstatement after military leave, reenrollment in the retirement plan will be immediate.

a. Credited state service continues during military leave as though no break in employment has occurred.

b. The employee may elect to make up any employee contributions missed during an approved military leave. Such contributions must be paid into the plan within a period not to exceed three (3) times the length of the military leave, up to a maximum of five (5) years.

c. The university will contribute the regularly scheduled match contributions for any employee make-up payments made in connection with an approved military leave.

d. For purposes of determining eligibility for retiree health coverage, military leave will not count as a break in service provided that re-employment occurs within the parameters of this policy. Further, an employee will receive university service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] during the fifteen (15) days of approved paid military leave; however, the employee will not receive service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] for any unpaid military leave.

F-10. The university will not discharge an employee without cause, as that term is defined by federal USERRA regulations, who is reinstated under the provisions of the USERRA and has served thirty-one (31) to one hundred and eighty (180) days without cause for six (6) months following reinstatement. If the length of military service was more than one hundred and eighty (180) days, but less than five (5) years, the employee will not be discharged without cause for one (1) year following reinstatement.

E-11. This policy is intended to comply with applicable state and federal laws, including the Uniformed Services Employment and Reemployment Rights Act (USERRA) of 1994. To the extent that any provision of this policy is ambiguous and/or contradicts the Act or any other law, the applicable law or Act will prevail.

G. LEAVE FOR COURT REQUIRED SERVICE AND VOTING. *[ren. 7-15]*

G-1. Any employee who is summoned for jury duty or subpoenaed as a witness before a court of competent jurisdiction or as a witness in a proceeding before any federal or state administrative agency will be granted leave. Benefit-eligible employees will be granted leave with pay, except as provided below in F-2. Travel expenses in connection with this duty are not subject to reimbursement by the university. [RGPP II.I.5.a.2; APM 55.09] *[ed. 7-10]*

G-2. An employee must request annual leave or personal leave without pay for the following:

a. appearing as a party in a non-job-related proceeding involving the employee;

b. appearing as an expert witness when the employee is compensated for such appearance; or

c. appearing as a plaintiff or complainant, or as counsel for a plaintiff or complainant, in a proceeding in which the Board of Regents or any of its institutions, agencies, school or office is a defendant or respondent. [RGPP II.I.5.a.]

G-3. Polling places are typically open extended hours and absentee voting is widely available. However, employees who are unable to vote outside of scheduled hours will be allowed time off to vote. If available, an employee may use accrued annual leave, compensatory time or, if approved in advance, may be able to make up time lost to vote within the same work week [FSH 3460] through a flexible work schedule. Otherwise, time off will be approved, but unpaid.

H. LEAVE FOR CAMPAIGNING FOR OR SERVING IN PUBLIC OFFICE. *[ren. 7-15]*

H-1. The president approves requests for leaves of absence for the purpose of campaigning for or serving in public office [RGPP II. I.5.c.]. See FSH 6230 E for provisions concerning leave for campaigning and serving in public office.

H-2. It is the Board of Regent's intent that state salary not be duplicated to an employee serving as a member of the Idaho Legislature. Any leave for serving as a member of the Idaho State Legislature will be unpaid when the Legislature is in session [RGPP II.I.5.c.2.]. Certain benefits may continue during the unpaid leave; however, the employee must pay the full cost of coverage.

I. ADMINISTRATIVE LEAVE. *[ren. 7-15]*

I-1. Administrative Leave is leave with pay and benefits. An employee will continue to receive pay and leave accruals in accordance with their regular rate and maintain eligibility for other benefit programs. (Terminal leave (J) and academic transitional leave (I) are not considered administrative leave.)

I-2. At the discretion of the president or his/her designee, an employee may be granted administrative leave when the state or the university will benefit as a result of such leave. [RGPP II.I.5.d; 3470 B] *[ed. 7-10]*

I-3. Examples of circumstances that may qualify an employee for administrative leave are volunteer fire fighters attending class off campus, official delegates to the annual general convention of Idaho Public Employees' Association, and members of state or local committees, such as the Human Rights Commission, attending official meetings.

I-4. With the approval of the president or designee, an administrator may also use administrative leave to remove an employee from the workplace (for example during an investigation or to mediate an employee relations issue), if approved in advance by Human Resources. The President's Office or Provost's Office, as appropriate must be notified.

I-5. In all cases involving administrative leave with a duration that is more than one bi-week, an electronic personnel action form (EPAF) must be processed. When leave is less than one full bi-week, hours attributed to administrative leave shall be coded as "ADL" on the time/leave record and in the payroll system.

I-6. In the absence of a written agreement to the contrary, an employee on administrative leave must be available for recall to work during regular university business hours in the event that the employee's services are required or he/she is otherwise requested to return to work.

I-7. Under certain circumstances, the university may require the use of accrued annual leave and/or compensatory time.

J. ACADEMIC TRANSITIONAL LEAVE. *[ren. 7-15]*

J-1. Academic transitional leave may apply when an academic administrator steps down from his/her administrative appointment and assumes a faculty appointment. The purpose of academic transitional leave is to prepare the employee for a new faculty appointment. Transition leave is not available in the event of transition from academic faculty to an administrative appointment. Academic transitional leave is granted at the discretion of the university, must be approved by the provost, and approved by the president or designee.

J-2. There is no accrual of annual leave during the period of academic transitional leave. All other benefits and leave accruals are provided on the same basis as afforded to similarly situated employees in a faculty job classification. Annual leave balances should be exhausted prior to a new academic faculty appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by the AVP for Human Resources or designee.

K. TERMINAL LEAVE. *[ren. 7-15]*

K-1. Terminal leave is paid leave received by a terminating employee in lieu of wages at the employer's discretion. An example of terminal leave is leave paid to an employee who is not completing the term of his/her contract at the request of the employer. Sick and annual leave is not accrued during the terminal leave period. Time toward length of service for retirement vesting and eligibility for university retiree health benefits [FSH 3730] will continue. The duration of terminal leave is determined at the discretion of the university.

K-2. During terminal leave, health benefits continue for an employee and his/her covered family members on the same basis as employees of the same classification who are actively at work. The employee's share of all health care contributions, including employee and dependent medical/dental, supplemental life, and/or any other costs of coverage, will be withheld from the employee's pay. Upon separation from employment, the employee and/or his/her covered family members, as a family or individually, may have rights to medical/dental coverage through COBRA.

K-3. The university may require the use of accrued annual leave and/or compensatory time during the terminal leave period or may pay out some or all accrued, but unused balances at the time of termination.

L. SHARED LEAVE. *[ren. 7-15]*

L-1. University employees who earn annual leave may donate annual leave hours to shared leave. Shared leave may be donated to a shared leave pool or to the benefit of a specific eligible recipient. See FSH 3710 L-5 below and APM 55.07 C-3 for conversion of donated leave to shared leave. *[ed. 7-10, rev. 7-15]*

L-2. Eligibility. Benefit eligible employees, including academic year faculty who do not accrue annual leave, are eligible to receive shared leave. *[rev. 7-15]*

a. Qualifying Events. If any benefit-eligible employee [A-6. a.] who has a health condition [L-2.a.1] or whose immediate family member [A-3] has such a condition and the employee is required to take time away from work, and has exhausted all leave, the employee may apply for shared leave when time away from work is a qualified absence as described below (L-2.a.1) but will not be compensated by paid leave or wage replacement programs such as disability and workers' compensation benefits.

1. The health condition of the affected individual must be certified by a competent health care provider to be considered as acceptable evidence by the university, and qualify as a serious health condition as defined by family medical leave [M] to include a need resulting from human organ or bone marrow donation. This provision applies only to the acceptable medical conditions of family medical leave. An employee need not meet the service and other requirements of family medical leave to be considered as an absence eligible for shared leave.

2. An applicant for shared leave who has used his or her own annual leave for purposes other than attending to a medical condition that is known to create potential for an extraordinary need for leave typically is not eligible for leave from the shared leave pool. Under extraordinary circumstances, such an applicant may request an exception to receive shared leave from directed donations. *[ren. 7-15]*

3. Shared leave that is donated from the shared leave pool is intended for use by employees who intend to return to work. An applicant who wishes to receive shared leave and otherwise meets the criteria of the program and does not intend to return to work may apply for shared leave; however, shared leave in this instance is available only from donations directed specifically to that one recipient. *[ren. 7-15]*

b. Prerequisites. An employee must have used all other available leave such as sick leave, annual leave, and compensatory time to qualify as a recipient of shared leave.

c. Disability Income. To be eligible for shared leave for the employee's own medical condition, employees must first apply for wage replacement benefits that may be available through workers' compensation or disability coverage. Once such benefits begin eligibility for shared leave benefits end. However, an otherwise eligible employee may use shared leave while satisfying the waiting period or after exceeding maximum disability periods for income replacement programs.

L-3. Donating Shared Leave.

a. Employees who have an accrued annual leave balance may donate to shared leave regardless of their funding salary source. Donations may be made to the shared leave pool and accessed by any eligible recipient or donated directly to a specific shared leave recipient. *[rev. 7-15]*

b. Shared leave donations are restricted to direct donation when the donor's annual leave balance is less than forty (40) hours from the maximum leave accumulation limit. In this instance only, the amount of leave actually used by the recipient will be deducted from the donor's account before any balance is taken from the shared leave pool. Donated leave not used by the recipient will be returned to the donor's account or forfeited if the maximum accrual has been reached. Donors can choose to designate any unused direct donations to be added to the general shared leave pool.*[ed. 7-11]*

c. Leave donations made for a specific individual will be drawn from donors' accounts based on a first-received basis. The first donation request received by Benefit Services will be processed before a second donation from other recipients or before hours are withdrawn from the shared leave pool. Donations will be drawn from the donor's annual leave account as the time is transferred and used by the recipient. No leave donation in excess of the recipient's shared leave needs will be taken, unless contributions to the shared leave pool also have been authorized, except as noted above in section b., when donations to the shared pool are restricted.

d. Leave donations may be made in any amount of not less than ½-hour (.50) increments.

e. Shared leave donations may not cause the donor's annual leave balance to fall below forty (40) hours at the time the donation is processed, unless the donor is terminating active employment from the University. Donors should be aware that any shared leave not used by the intended recipient will be returned to the Shared Leave Pool, not returned to the donor(s). *[rev. 7-15]*

L-4. Shared Leave Benefits.

a. Maximum Benefit. The maximum shared leave benefit is limited to four (4) working weeks of leave within a rolling twelve (12) month period. Shared leave hours that are granted will be reflective of the employee's regular percentage of appointment.

b. Shared leave requests are reviewed and granted by the Director of Benefit Services or designee in accordance with this policy. Applicants awarded shared leave will be notified in writing; if the request is denied, the reason(s) for denial shall also be stated in writing. The requestor may appeal a denied request for shared leave. Appeals must be made in writing to the AVP for Human Resources within thirty (30) days from the date of denial and must reference the applicable sections of policy and reasons why there is disagreement. The AVP for Human Resources will respond to appeals within thirty (30) days.

L-5. Funding and Conversion.

a. Donation Conversion. Hours of donated shared leave are multiplied by the hourly rate of the donor; that amount is recorded as a deposit to the shared leave pool or the directed recipient's account and subtracted as hours from the donor's annual leave balance.

b. Recipients Conversion. The recipient's hours of shared leave need is multiplied by the recipient's hourly rate and subtracted from the shared leave pool.

Sick leave is a liability that is funded only through base salary. Funding for a full year of base salary is provided for most positions. If an employee is absent without pay the department typically has received funding for the duration of the employee's full appointment and would achieve salary savings as a result. The only exceptions would apply to those working from certain special funding sources or who hire a temporary replacement during the period of unpaid leave. Consequently, the department of the employee who will receive shared leave is responsible for funding the pay its employee will receive during leave from shared leave donations.

c. Donors may donate annual leave regardless of their salary-funding source. The department or sponsored research project gains the hours the employee would have taken for annual leave when their employee makes a donation.

M. FAMILY MEDICAL LEAVE. *[ren. 7-15]*

M-1. Family medical leave may be requested by an eligible employee for the following reasons:

a. the birth of a son or daughter of the employee and/or in order to care for such son or daughter; *[rev. 7-15]*

b. the placement of a son or daughter with the employee for adoption or foster care; *[rev. 7-15]*

c. to care for an immediate family member as defined in [A-3] of this policy with a serious health condition as defined in [M-5] of this policy;

d. because of the employee's own serious health condition [M-5]; or

e. to serve as a human organ or bone marrow donor.

The entitlement to leave under subparagraphs (a) and (b) of this section M-1 for a birth or placement of a son or daughter is encompassed in the Parenting Leave described in Section E, of this policy. ~~All leave taken under Section E. Parenting Leave shall be considered Family Medical Leave.~~ *[add. 7-15]*

Commented [TA16]: FAC: unnecessary, previous sentence is sufficient and language in E-4 covers this statement.

M-2. Family medical leave and/or servicemember family medical leave is leave without pay. However, when the absence also qualifies for the use of sick leave, if available, sick leave must be used first in conjunction with family medical leave before any period of unpaid absence. Once sick leave has been exhausted or when the type of absence does not qualify for the use of sick leave, the entire absence or remainder of the approved family medical leave will be unpaid. However, if an employee has more than 80 hours of accumulated annual leave or compensatory time, they must use these hours first before going on leave without pay. ~~, unless the~~ Eemployees may chooses to use any combination of compensatory time or~~,~~ annual leave~~, or shared leave (if eligible; L).~~ before going on leave without pay to reduce their total balance to 80 hours. *[rev. 2-08]*

Commented [TA17]: Added to address Administration's concern about employee's accumulate leave and UI managing unfunded risks such as leave payout.

M-3. Eligibility. If the employee has been employed by the university for a minimum of twelve (12) months and has worked at least 1250 hours during the previous twelve (12) month period prior to the requested leave, the employee is eligible for family medical leave. This eligibility requirement does not apply to Parenting Leave (see section C 7-f. of this policy) for a primary caregiver. However, if both parents are employees, only one employee is eligible to take advantage of being the primary caregiver. Any probationary period, for staff, is suspended until such time that the employee returns to work, see FSH 3360. *[rev. 7-15]*

M-4. Length of Leave. A maximum of up to twelve (12) weeks or a total of 480 hours of family medical leave may be granted to eligible full-time employees during a rolling twelve (12) month period. Eligible part-time employees may be granted up to twelve (12) working weeks of leave or a total number of hours consistent with their regular work schedule within a twelve (12) week period. (i.e. 20 hours per week x 12 weeks = 240 hours). The period is measured from the date the employee last used/exhausted family medical leave or became employed by the university to the date leave is to begin. Family medical leave may be taken on a continuous, intermittent, or reduced-hour basis. *[rev. 7-15]*

M-5. Definitions. *[rev. 7-15]*

a. "Serious health condition" is defined as an illness, injury, impairment or physical or mental condition that involves any period of incapacity or treatment connected with in-patient care (i.e. overnight stay) in a hospital, hospice, or residential medical-care facility, and any period of incapacity or subsequent treatment in connection with such in-patient care; continuing treatment by a health care provider, which includes any period of incapacity (i.e. inability to work, attend school, or perform other regular daily activities) due to a health condition (including treatment for or recovery from) lasting more than three (3) consecutive days; and any subsequent treatment or period of incapacity relating to the same condition, that also includes:

1. treatment two (2) or more times by or under the supervision of a health care provider; or one treatment by a health care provider with a continuing regimen of treatment; or
2. pregnancy or prenatal care. A visit to the health care provider is not necessary for each absence; or
3. chronic serious health condition, which continues over an extended period of time, requires periodic visits to a health care provider, and may involve occasional episodes of incapacity (e.g. asthma, diabetes). A visit to a health care provider is not necessary for each absence; or
4. permanent or long-term condition for which treatment may not be effective (e.g. Alzheimer's, a severe stroke, terminal cancer). Only supervision by a health care provider is required, rather than active treatment; or
5. absences to receive multiple treatments for restorative surgery or for a condition which would likely result in a period of incapacity of more than three days if not treated (e.g. chemotherapy or radiation treatments for cancer).

M-6. Health benefits continue during family medical leave on the same basis as for any similarly situated employee who is actively at work, regardless of whether the employee is using other forms of accrued leave or taking leave unpaid. The employee's share of cost for health coverage is the amount that is typically payroll-deducted for the employee's own coverage and/or coverage for his/her dependents. The employee is responsible for payment of these amounts during leave. Payroll deductions will be continued for any portion of the leave that is paid. During any portion of leave when no pay is received, the employee must make arrangements to self-pay these amounts. Retirement plan contributions, accruals for sick and annual leave and credit toward vesting are suspended during unpaid portions of family medical leave.

M-7. All qualified absences, including those due to a work-related injury, will be considered as family medical leave.

M-8. If there are reasonable circumstances to support that an employee's absence qualifies as family medical leave, the university has the right to classify such absence as family medical leave.

M-9. When the need for family medical leave is foreseeable, an employee must request an application for family medical leave at least thirty (30) days in advance of the need for leave. Application assistance is available from Benefit Services. When events are not foreseeable, employees must provide as much notice as is possible. Application for family medical leave after a return from absence is not recommended; rights to preserved employment and benefits may be adversely affected. In any event, absent extraordinary circumstances, an

Commented [TA18]: Reinserted prior language/current policy to address Provost' request to focus on parenting leave at this time and address expanding eligibility to all cases of FMLA upon hire at a later time.

Commented [TA19]: Ensure only one employee is eligible upon hire for parenting.

Commented [TA20]: Ensure eligibility upon hire for primary caregiver; address concern about someone trying to get past their probationary period.

Cabinet has already allowed the extension of parenting leave to both parents if both were employees, 12 weeks each.

employee may not claim an absence as a qualified family medical leave event unless done so within the first two (2) days of return from an absence.

M-10. When leave is taken for personal illness or to care for an immediate family member with a serious health condition, leave may be continuous or intermittent and may include a reduction in hours worked. For intermittent leave, the employee must provide certification from the health care provider caring for the employee and/or family member stating the leave must be taken intermittently. Employees needing intermittent leave must attempt to schedule their leave so as not to disrupt university operations. The university reserves the right to assign an employee to an alternative position with equivalent pay and benefits that better accommodates the employee's intermittent or reduced leave schedule.

M-11. Employees on family medical leave are required to provide documentation to Benefit Services as requested, including intent to return to work. During leave, the university may require an employee to re-certify the medical condition that caused him/her to take leave. A return-to- work release from the health care provider is required before an employee absent due to his or her r own serious health condition may return to work.

M-12. Family medical leave requests for medical treatment or care giving requires certification from the health care provider documenting medical necessity.

M-13. Family medical leave requests for parenting must be approved in advance and completed within twelve (12) months of the birth, adoption, or foster care placement of a child.

> **a.** Shared leave (if granted) may be used for the disability period related to childbirth. *[rev. 7-15]*
>
> **b.** Intermittent leave or reduced work schedule requests for parenting may not be granted, or may be cancelled by the university with thirty (30) days written notice, based on business needs of the university.

M-14. Family medical leave taken by two (2) university employees to care for a family member who has a serious health condition consists of a maximum twelve (12) weeks of leave for each employee. Family medical leave for parenting is addressed in FSH 3710 E. *[rev. 7-15]*

M-15. If the university obtains information from a credible source, such as the workers' compensation authority, disability carrier, or a medical practitioner, that alters, changes, casts doubt, or fails to support continued leave or the leave application, the university has the right to:

> **a.** revoke leave;
>
> **b.** not grant leave;
>
> **c.** require new evidence to support the leave request;
>
> **d.** require the employee to return to work if the leave is not substantiated; and/or
>
> **e.** when appropriate under applicable employee discipline policies [FSH 3910, 3920, and 3930], take disciplinary action, up to and including dismissal.

M-16. Upon return from family medical leave, employees will be assigned to their same or similar position with equivalent pay and status with or without reasonable accommodation, as appropriate, in accordance with the Americans with Disabilities Act. Job reassignment must be coordinated with Employment Services and approved by the AVP for Human Resources or designee. The university has no obligation to restore employment to temporary hourly (TH) or other employees if the employment term or project is over and the university would not otherwise have continued employment.

M-17. Family medical leave is not intended for individuals who do not plan to return to work. An employee who applies for and is granted family medical leave and fails to return to work for at least thirty (30) days upon the expiration of their family medical leave period may be obligated to repay the costs of health coverage provided by the university during any portion of family medical leave. If the university is notified that the employee does not intend to return to work, the family medical leave period will terminate immediately and the employee will be separated from employment on that date. Medical, dental and under some circumstances Health Care Spending Accounts may be continued through the Consolidated Omnibus Budget Reconciliation Act (COBRA). Options for life insurance portability or conversion may also be available. Job separation under these circumstances will result in a lump sum payment of annual leave and/or compensatory balances. In addition, the employee will no longer have a right to restoration to the same or equivalent position. The employee is responsible for contacting Employment Services to arrange for an exit interview.

N. SERVICEMEMBER FAMILY AND MEDICAL LEAVE. The federal Family and Medical Leave Act (FMLA) now entitles eligible employees to take leave for covered family member's service in the Armed Forces (Servicemember Family and Medical Leave) in two instances. This section of the policy supplements the above family medical leave policy and provides general notice of employee rights to such leave. Except as stated below, an employee's rights and obligations to servicemember family and medical leave are governed by the general family medical leave policy. *[add. 2-08, ren. 7-15]*

N-1. Definitions: The following definitions are applicable to this section of the policy.

a. "Eligible employee" is a spouse, son, daughter, parent, or for purposes of caring for a family member, the next of kin of a covered family member.
b. "Next of kin" is the nearest blood relative of a family member who is in the Armed Forces.
c. "Covered family member" means any family member who is a member of the Armed Forces, including a member of the National Guard or Reserves, regardless of where stationed and regardless of combative activities.

N-2. Leave Entitlement: Eligible employees are entitled to take servicemember family and medical leave for any one, or for a combination of the following reasons:

a. Any "qualifying exigency" (as defined by the Secretary of Labor) arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a "contingency operation," and/or
b. To care for a covered family member who has incurred an injury or illness in the line of duty while on active duty in the Armed Forces, provided that such injury or illness may render the covered family member medically unfit to perform duties of the family member's office, grade, rank or rating.

N-3. Duration of servicemember family and medical leave:

a. When leave is due to a qualifying exigency: an eligible employee may take up to 12 work weeks of leave during any 12-month period.
b. When leave is to care for a covered family member: an eligible employee may take up to 26 workweeks of leave during a single 12-month period to care for the covered family member. Leave to care for a covered family member, when combined with other qualifying family medical leave may not exceed 26 weeks in a single 12-month period.
c. Concurrent leave: servicemember family and medical leave runs concurrent with other leave entitlements provided under federal, state and local law.

O. PERSONAL LEAVE. *[ren. 2-08, 7-15]*

O-1. Any employee not covered by another university leave type within this policy may request a personal leave of absence.

O-2. Personal leave is leave without pay and without benefits. However, the supervisor may require the use of sick, annual or any other type of accrued leave if the absence qualifies and leave is available. Personal leave may be taken with pay and benefits when other paid leave such as annual leave is taken concurrently. In rare circumstances, leave may be approved without pay, with continued benefits, but only when approved as an exception and only when doing so meets the business needs of the university. Hiring units are responsible for funding the benefits under these circumstances. [APM 55.38] *[ed. 7-10]*

O-3. Reasons for requesting a personal leave may include, but are not limited to, religious, personal, and educational matters or for extension of any leave when all other leaves have been exhausted.

O-4. All requests for personal leave must be made to the supervisor in writing. A leave of three (3) working days or less can be approved by the supervisor and are recorded by the timekeeper on the employee's time record as LWB. The president or his/her designee (i.e., provost) must approve a personal leave which exceeds three (3) working days. Personal leave is not guaranteed and is granted on a case-by-case basis, with the approval of the supervisor and the unit administrator, based on the business needs of the university.

O-5. The president or designee (i.e. provost) may grant personal leave without pay with or without benefits for a period of up to one (1) calendar year, with extensions not to exceed a total of three (3) successive calendar years [RGPP II.I.5.c.1]. Consideration is given to such requests on an individual basis in the light of the reason for which it is requested, whether it is leave with or without paid benefits and the effect that granting it will have on the employee's unit or program.

O-6. When a personal leave of absence is granted, the university assures reinstatement of the individual to a position of similar status and pay, but only to the extent that such position continues to exist and would have continued to exist had no leave been taken. Return to work in the same job within the same department is not promised.

O-7. During personal leave without pay an employee is not eligible for holiday pay, the accrual of sick or annual leave, or the use of medical appointment leave, and may not be granted any other type of leave of absence such as family medical or military leave until the employee has first returned to work under active status and otherwise qualifies for such leave.

O-8. An employee who has received approval from the president or his/her designee for a personal leave without pay without paid benefits ***may*** continue to contribute toward and receive the benefits of the institution's insurance and retirement programs, if the laws, rules, regulations, policies and procedures governing the administration of such insurance and retirement programs permit. [RGPP II.I.5.c.3]. Employees should consult Benefits Services for more detailed information on how personal leave without pay will impact their benefits and their rights to continue coverage through COBRA and life insurance conversion or portability. [APM 55.09 and 55.38] *[ed. 7-10]*

O-9. Employees who are granted a personal leave of absence without pay are responsible for making arrangements with Benefit Services, before the leave begins, for the continuation or discontinuation of benefits. Also, they should call Benefit Services on their return to active status to make sure that any benefits that had been discontinued are reinstated or to adjust for changes that occurred while they were on leave. [APM 55.38] *[ed. 7-10]*

O-10. Personal leave is not intended as a vehicle to continue benefits for periods when employees are not working due to academic or seasonal work schedules or for a reduction in hours.

P. EXTENDED FAMILY MEDICAL LEAVE. *[ren. 2-08, 7-15]*

P-1. Extended family medical leave (EFML) extends job protection and health benefits beyond the expiration of family medical leave. EFML is intended for the following:

a. Individuals who plan to return to work and have a prognosis to support return to work with assumption of full duties and responsibilities of their position, with or without reasonable accommodation, within a total absence period of no more than twelve (12) consecutive months; or

b. Individuals who do not have an acceptable prognosis to return to work, but whose absence qualifies for the use of sick leave and who have an unused sick leave balance upon the expiration of family medical leave.

P-2. EFML and other options for an employee's return to work following an approved family medical leave must be coordinated through Benefit Services, approved by the supervisor, and are granted at the discretion of the university, but are not guaranteed. EFML may not exceed nine (9) consecutive months. *[ed. 2-08]*

P-3. Acceptable medical certification and/or other documentation to support a prognosis for return to work must accompany all requests for EFML. If acceptable medical certification and/or other documentation are not provided, notice of contemplated job action to separate the employee from employment at the expiration of family medical leave may be served upon the employee if all sick leave has been exhausted.

P-4. If there is not a prognosis to return to work as defined above [O-1], notice of contemplated action for job separation will be issued. However, if the employee has a remaining sick leave balance and his/her condition qualifies for the use of sick leave, employment and EFML leave will be extended through the earlier of: *[ed. 2-08]*

a. the date in which all sick leave will be exhausted; or
b. expiration of six (6) months of accumulated leave, measured from the date in which leave was first granted for the same condition.

All sick leave is forfeited upon separation from employment, except as provided in O-6, or as provided in (Idaho State Code 53-4001) rights to reinstate sick leave upon return to work for any State of Idaho agency. *[ed. 2-08]*

P-5. Sick and all other available paid leave must be used concurrently with and taken first before any period on unpaid leave during EFML. EFML is leave with benefits but without pay, unless accrued sick or annual leave or compensatory time is used.

P-6. An employee with a sick leave balance who separates from employment upon the expiration of EFML and qualifies as a disabled retiree, or as a retiree eligible for any tier of university retiree medical coverage that requires retiree cost sharing, may convert a predetermined amount of the unused sick leave to pay for the retiree's share of the cost for their own university medical coverage. [FSH 3730]

P-7. Health benefits will continue during an approved EFML in the same manner afforded to any employee of the same classification who is actively at work.

a. The employee must make arrangements to self-pay his/her share of employee and dependent benefit costs during any portion of EFML that is unpaid.

b. Sick leave, annual leave, holiday pay and credited service hours toward vesting of annual leave accruals and retirement are not continued during any portion of leave that is unpaid.

c. Short and/or long-term disability wage replacement payments and/or actively at work provisions for death and other benefits provisions within PERSI and similar contracts refers to an employee being actively at work (employed and not on leave) on the date in which the disability has first begun. An employee whose condition began before taking a leave of absence and who has qualified or met the conditions in accordance with provisions set by the carrier will continue to receive benefits and/or remain eligible for such benefits during Extended Family Medical Leave, and/or upon separation from employment if unable to return to work. [Refer to Disability and Retirement Plan Handbooks www.hr.uidaho.edu/benefits]

P-8. Employees who have been granted EFML are required to provide documentation to support progressive medical improvement. Medical certification and other documentation may include temporary restrictions of duties and/or periods of part-time work. However, restrictions of job duties and/or part-time work restrictions must be approved by Human Resources and the hiring authority, and must intend and attempt to phase an employee back to work to a level of full assumption of job duties, with or without reasonable accommodation.

P-9. During EFML, the university may require reasonable periodic re-certification and updates regarding the employee's medical condition, prognosis for improvement, and fitness for duty. A release to return-to-work from the health care provider is required before an employee may return to work. The university, at its own expense, may require medical pre-screening for return to work in a position that includes pre-employment medical pre-screening to ensure the safety and fitness for prescribed job duties before an employee is allowed to return to work with or without restriction of job duty.

P-10. When an employee's own medical condition or restriction is expected to be chronic, or when the condition fails to progressively improve, notice of contemplated action and job separation or accommodation of disability under ADA should be explored.

P-11. If at the expiration of the EFML period the employee is still unable to perform the essential duties of his/her position with or without reasonable accommodation, the university has the right to separate any employee from employment and/or to end EFML and begin job separation when the medical prognosis ceases to support a return to work within EFML limits. [FSH 3910, 3920 and 3930]

Q. LEAVE FOR PROFESSIONAL IMPROVEMENT. *[ren. 2-08, 7-15]*

Q-1. Leave for professional improvement is paid leave with benefits for the purpose of participating in professional development programs or experiences for an extended period of more than two (2) weeks to attain or enhance a skill set that will result in a mutual benefit to the both the university and the employee.

Q-2. Members of the faculty who hold the rank of instructor or above, exempt employees, and classified staff are encouraged to participate in programs of professional improvement. (Tenured faculty may also be eligible for sabbatical leave and should refer to FSH 3720.) Generally, on the recommendation of an applicant's administrative supervisor, and with the approval of the dean/director and the provost/vice president, professional improvement leave may be granted under the following conditions (individual departments may have additional requirements and restrictions):

a. To participate in this plan, the faculty or staff member must have completed four (4) years of service before the time the leave is to begin.

b. Generally, at least two (2) years of service must intervene between a sabbatical leave and a leave for professional improvement or at least five (5) years of service must intervene between a leave for professional improvement and a subsequent request for the same type of leave.

Q-3. The employee requests professional improvement leave with pay by submitting a letter of application to the supervisor at least three (3) months before the leave is to begin. The letter should address the professional development to be derived from the leave, what activities (i.e. research, writing, experience, etc.) will be involved to achieve the professional goals, the duration of the leave, the level of support requested, and the source of funds, if known.

Q-4. Persons granted leave under this policy are expected either to return to the active service of the university for at least one academic or other full work year after completion of the leave, or are required to repay the money received from the university for the period of professional improvement leave granted.

Q-5. The employee must submit a report to the supervisor, the dean/director, and the provost/president regarding his or her developmental experience upon return to active work status.

Q-6. The employee may request approval to use accrued annual leave and to have an equal amount of administrative leave with pay granted to permit his or her participation in a program of professional improvement.

R. EXCEPTIONS. *[ren. 2-08, 7-15]*

R-1. Exceptions to these policies may be considered to the extent that such an exception is not contrary to state and federal laws, the Board of Regent policies and procedures, and are considered in the best interest of the university. The respective unit administrator, the AVP for Human Resources or designee, and the president or designee as required, can grant exceptions. A request for exception must be submitted and approved by the supervisor and forwarded to the AVP for Human Resources for further consideration of all approvals.

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #21
3:30 p.m. - Tuesday, March 8, 2016
Brink Hall Faculty-Staff Lounge & Skype

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #20, March 1, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- **Change in Employee Compensation** (Foisy/Mahoney)

VI. Committee Reports.

University Curriculum Committee (all for vote):

- **FS-16-043** (UCC-16-032a): CLASS – Music: Vocal Instrumental Music Education – minor (Lawrence)
- **FS-16-044** (UCC-16-032b): CLASS – Music: Vocal Emphases - changes (Lawrence)
- **FS-16-045** (UCC-16-032c): CLASS – Political Science: American Government/Public Law – discontinue (Ellison)
- **FS-16-046** (UCC-16-032d): CLASS – Political Science: International Political Economy – discontinue (Ellison)
- **FS-16-047** (UCC-16-032e): CLASS – Political Science: Public Administration and Policy Minor – discontinue (Ellison)
- **FS-16-048** (UCC-16-032g): CLASS – Philosophy: Global Justice Undergraduate Academic Certificate (Ellison)
- **FS-16-049** (UCC-16-032h): CLASS – Philosophy: Professional Ethics Certificate (Ellison)
- **FS-16-050** (UCC-16-037a): Science – Math: Applied Quantitative Modeling Option (Nielsen)

Contingent Faculty Task Force Report (Stauffer)(FYI)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #20
FS-16-043-050

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #20, Tuesday, March 1, 2016

Present: Anderson, Barbour, Brandt, Brewick, Brown, Caplan, Chung, Crowley (w/o vote), Dallas, Flores, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Jeffery, LaPrath, Latrell, Mahoney, Murphy, Nicotra, Stoll, Teal, Wolf. **Absent:** Adams, Boschetti, Brown, Couture (Boise), Folwell, Jones-Mensah, Perret, Wiencek (w/o vote). **Guests**: 2

Chair Teal called meeting #20 to order at 3:31. A motion (Stoll/Wolf) to accept the minutes from the February 23rd meeting passed without objection.

Chair's Report: Chair Teal reminded Senators that their colleges need to start the process of elections for next year's Senate. There is a list of FAQs on Senate elections included in this week's packet. New Senators need to be elected by April 15th.

There has apparently been some concern expressed that the new teaching evaluation forms passed by Senate last week were going straight to the President. This is not the case. Approval of the student evaluation forms will follow the regular procedure and be on the agenda of the next UFM. The Teaching/Advising committee has clarified that the optional questions will still be available.

Provost's Report: There was no Provost Report this week.

FS-16-042 (UCC-16-034): Regulation J. This proposal involves course additions to the catalog categories for general education courses (Humanities-Social Sciences-American Diversity-International). A question was raised about the process of accepting these courses. Secretary Crowley (speaking for Kenton Bird) briefly explained the process. Faculty (or departments) submit proposed courses to UCGE for the various categories. Proposals should address the stated criteria for inclusion into a particular category. Sometimes courses may fit into more than one category. Once a course receives approval from UCGE the proposal goes to UCC and, if approved, comes to the Senate. The proposed course additions passed unanimously.

FS-16-018: FSH 3710 Leave Policy – Parenting. This proposal reflects an attempt to address some of the concerns raised by the Provost at the meeting several weeks ago. Secretary Crowley noted that it was not our intention to vote on the revised proposal today. These proposed revisions have been approved by FAC and cover the following:

- Allows the primary caregiver to take parenting leave (FMLA) upon hire (C-7 f, M-3). If both parents are UI employees only one is eligible to take parenting leave upon hire.
- Includes language about extending the probationary period if an employee takes parenting leave during a period of probation (C-7 f, M-3).
- Allows employees who take parenting leave to maintain a balance of 80 hours of annual leave if they choose (E-3, M-2). This proposed revision is an attempt to find the compromise point between the view that employees must use all their annual leave before going on leave without pay and the current language in FSH 3710 which allows employees to go on leave without pay while reserving annual leave.

Senators raised several questions. One question asked about the use of the word "suspended" when referring to the probationary period. It was suggested that we should include the words "initial probationary period". This Senator also wondered whether there was some other word than "suspended." He suggested postponed. Vice-Chair Brandt responded that suspended was the better word to indicate a pause.

Another Senator asked whether this included faculty coming up for tenure. It was suggested that faculty coming up for tenure who had taken parenting leave under this policy could still decide whether they wanted to come up for tenure at the expected time. If a faculty member wanted to delay the tenure clock they could apply under the existing policy (see FSH 3520 F-9).

There was some discussion of the term "primary care-giver". Secretary Crowley suggested that the term might be awkward, but was an attempt to suggest that only one parent would be eligible for the parenting leave on arrival. The policy would leave it up to the newly arriving couple to decide who qualified as the primary care-giver.

Ubuntu: After a slight pause in the proceedings, Professor Erin James, Chair of Ubuntu, arrived to discuss the current activities of this committee. Ubuntu's responsibility is reviewing and promoting university policies on diversity. Ubuntu also recommends changes in diversity programs on campus. Professor James discussed this year's MLK Art & Essay contest. This was the 2nd year of the contest which is designed to get students involved in discussing diversity on campus. The contest is well-funded by a cross-section of the University. They give awards in four categories and the 1st place prize in each category receives $500. This year's contest asked participants to take inspiration from Alicia Garza who was this year's MLK speaker. Students were asked to consider creating artwork that imagines how we might work to create a more caring and diverse campus community. Professor James considered the contest a success, but they had a small number of participants and thus they had money left over. She asked the Senate to help promote the contest in the future to get more participation and campus involvement.

The discussion that followed focused on ways to get more campus participation and more widespread displays of the art submitted. There was also a discussion of finding better methods of promoting the contest through campus communications and other means. Professor James expressed a desire to get more faculty involved in assessing and judging the art submitted.

Other activities Ubuntu has been involved with include obtaining space on campus for lactation rooms and searching for rooms for meditation. The committee has been reviewing benefits for transgender faculty, staff and students. They are conducting a survey of the benefit packages provided by peer institutions to compare them to what we offer. Finally, Ubuntu is working with Disability Support Services to create better guidelines for online courses that comply with the ADA.

Adjournment: With no other business on the agenda, a motion (Latrell/Flores) to adjourn passed unanimously at 4:20 leaving Senators time to search for Spring.

Respectfully submitted,

Don Crowley
Secretary to the Faculty Senate and Faculty Secretary

University of Idaho
A LEGACY OF LEADING

FS-16-043
UCC-16-032a

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

This section must be completed

College:	CLASS		
Department/Unit:	Music		
Dept/Unit Approval Date:	Nov. 10, 2015	Vote Record:	Unanimous (20 votes)
College Approval Date:	November 17, 2015	Vote Record:	Unanimous
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Leonard Garrison		leonardg@uidaho.edu

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:	X	Modify:		Discontinue:			
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	
Option:							
Emphasis:							
Minor:	Vocal-Instrumental Music Education						
Academic Certificate less than 30 credits:							
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*	With the concurrent proposal of changes to our B.Mus. in Music Education degree, LHSOM proposes a new Minor in Vocal-Instrumental Music Education. The minor's total of 18 credits conforms to university standards for minors. Half of the minor would duplicate courses that music education students are already required for their major. The new minor will enable vocal students to add 9 credits of instrumental courses and instrumental students to add 9 credits of vocal courses, thus achieving the equivalent of a general endorsement to teach in rural school districts.						

Program Component Curriculum: *Required courses*	MusT 253 Brass Instrument Techniques (1 cr) MusT 254 Percussion Techniques (1 cr) MusT 255 Woodwind Techniques (1 cr) MusT 386 Instrumental Music in the Secondary School (3 cr) MusT 466 Marching Band Techniques (1 cr) MusA 114 Studio Instruction in Voice (4 cr, max arr) MusT 385 Choral Music in the Secondary School (3 cr) Vocal major ensembles (two different semesters chosen from MusA 116/MusA 316 Concert Choir – Vandaleers, MusA 117/MusA 317 University Chorus) (2 cr) MusA 119/319 Marching Band Instrumental major ensemble (one semester chosen from, MusA 121/321 Concert Band, MusA 122/322 Orchestra, or MusA 320 Wind Ensemble) (1 cr) **Courses to total 18 credits for this minor**

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	X
Brief Description of financial impact:	No financial impact is anticipated, as we are not adding or dropping any courses.		

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

Many of our music education graduates work in rural schools, where they teach both instrumental and vocal ensembles. This minor would supplement majors in Vocal and instrumental Music Education with nine credits in each area, giving students a general preparation needed to teach in a comprehensive curriculum.

LHSOM has many assessment vehicles already in place, including auditions for entering music majors and an application for Upper-Division Standing. Music Education students must also apply for the Teacher Education Program through the College of Education.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are

separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:	12/18/15		
Date Received by UCC Secretary:	12/18/15		
UCC Item Number:	UCC-16-032a		
UCC Approval Date:	02/29/16	Vote Record:	7-0
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

FS-16-044
UCC-16-032b

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	CLASS		
Department/Unit:	Music		
Dept/Unit Approval Date:	Nov. 10, 2015	Vote Record:	Unanimous (20 votes)
College Approval Date:	November 17, 2015	Vote Record:	Unanimous
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Leonard Garrison		leonardg@uidaho.edu

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:		Discontinue:	x		
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	
Option:							
Emphasis:	Drop two emphases (instrumental-Vocal Emphasis and Vocal-Keyboard Emphasis) Change the ~~Voice~~ Vocal Emphasis						
Minor:							
Academic Certificate less than 30 credits:							
Teaching Endorsement (Major/Minor):							

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Overview of Program Component: *Provide a brief narrative description*	With the goal of streamlining our B.Mus. in Music Education degree, LHSOM proposes to drop the Instrumental-Vocal and Vocal-Keyboard Emphases and retain the Instrumental and Vocal Emphases. We have had no graduates in the Vocal-Keyboard Emphasis. The Instrumental-Vocal Emphasis will be replaced by a new Minor in Vocal-Instrumental Music Education, which will enable vocal students to add 9 credits of instrumental courses and instrumental students to add 9 credits of vocal courses, thus achieving the equivalent of a general endorsement to teach in rural school districts. Total credits in this degree will be reduced by the following changes: •The College of Education is dropping EDCI 453 Phonics as a required course; •MusC 328 Instrumental and Choral Arranging would be reduced by one credit; •MusT 432 Practicum (student teaching) would be reduced by three credits; •Dropping MusA 145 and 146 Class Piano as degree requirements.
Program Component Curriculum: *Required courses*	Required course work includes the university requirements (see regulation J-3) and: Comm 101 Fundamentals of Public Speaking (2 cr) EDCI 201 Contexts of Education (2 cr) EDCI 301 Learning, Development, and Assessment (3 cr) ~~EDCI 453~~ ~~Phonics, Phonological Awareness, Fluency, and Assessment (1 cr)~~ EDCI 463 Literacy Methods for Content Learning (3 cr) EDSP 300 Educating for Exceptionalities (2 cr) MusA 115 Studio Instruction (2 cr) MusA 124 Studio Instruction (6 cr) MusA 246 Piano Class for Music Majors/Minors (1 cr) MusA 324 Studio Instruction (6 cr) MusA 387 Conducting I (2 cr) MusA 487 Conducting II (2 cr) MusC 139 Aural Skills I (2 cr) MusC 140 Aural Skills II (2 cr) MusC 141 Theory of Music I (2 cr) MusC 142 Theory of Music II (2 cr) MusC 239 Aural Skills III (1 cr) MusC 240 Aural Skills IV (1 cr) MusC 241 Theory of Music III (3 cr) MusC 242 Theory of Music IV (3 cr) MusC 328 Instrumental and Choral Arranging (~~3~~ 2 cr) MusH 111 Introduction to Music Literature (3 cr) MusH 321 Music in Western Civilization I (3 cr) MusH 322 Music in Western Civilization II (3 cr) MusH 323 Music in Western Civilization III (3 cr) MusT 382 General Music Methods (3 cr) MusT 383 Principles of Music Teaching (3 cr) MusT 432 Practicum: Music Teaching (~~14~~ 11 cr) MusT 445 Proseminar in Music Teaching (1 cr) MusX 101 Orientation for Music Majors (0 cr) MusX 140 Recital Attendance (seven semesters) (0 cr) Psyc 101 Introduction to Psychology (3 cr) **And one of the following emphases:** A. Instrumental Emphasis ~~MusA 145~~ ~~Piano Class for Music Majors/Minors (1 cr)~~ ~~MusA 146~~ ~~Piano Class for Music Majors/Minors (1 cr)~~ MusA 245 Piano Class for Music Majors/Minors (1 cr) MusT 251 String Instrument Techniques (1 cr) MusT 253 Brass Instrument Techniques (1 cr) MusT 254 Percussion Techniques (1 cr) MusT 255 Woodwind Techniques (1 cr) MusT 256 String Techniques and Orchestral Literature (1 cr) MusT 352 Double Reed Techniques (1 cr) MusT 386 Instrumental Music in the Secondary School (3 cr) MusT 465 Jazz Band Rehearsal Techniques (2 cr)

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MusT 466 Marching Band Techniques (1 cr)
Major ensembles (six different semesters) (6 cr)*
Other ensembles (two different semesters chosen from MusA 119/319 Marching Band, MusA 121/321 Concert Band, MusA 122/322 Orchestra, or MusA 320 Wind Ensemble, MusA 323 Jazz Ensemble, MusA 365 Chamber Ensemble, ~~MusA 366 Orchestral Repertoire (maximum of one semester)~~ (students whose major applied medium is keyboard must select MusA 315 Collaborative Piano to satisfy this requirement) (2 cr)
***** The major ensemble requirement must be completed in six different semesters; **wind and percussion majors** must register for three different semesters of MusA 119/319 Marching Band and three different semesters of MusA 121/321 Concert Band, or MusA 320 Wind Ensemble. **Wind and percussion majors** may, by audition, substitute two semesters of MusA 122/322 Orchestra for MusA 121/321 Concert Band, or MusA 320 Wind Ensemble. **String majors** must register for six different semesters of MusA 122/322 Orchestra and one semester of MusA 119/319 Marching Band. **Keyboard and guitar majors** must enroll in one semester of MusA 119/319 Marching Band. **Keyboard and guitar majors** may substitute one semester of MusA 323 Jazz Band or MusA 365 Jazz Combo, a prerequisite for MusT 465, for one semester of major ensemble. They may enroll in large vocal ensembles to satisfy the remaining major ensemble requirements. **Wind, percussion, keyboard, and string majors** must have a total of four semesters of major ensemble participation (as defined above) at UI.
Courses to total ~~134~~ 131 credits for this degree
~~B. Instrumental-Vocal Emphasis~~
~~MusA 114 Studio Instruction (3 cr)~~
~~MusA 145 Piano Class for Music Majors/Minors (1 cr)~~
~~MusA 146 Piano Class for Music Majors/Minors (1 cr)~~
~~MusA 147 Voice Class (1 cr)~~
~~MusA 245 Piano Class for Music Majors/Minors (1 cr)~~
~~MusT 251 String Instrument Techniques (1 cr)~~
~~MusT 253 Brass Instrument Techniques (1 cr)~~
~~MusT 254 Percussion Techniques (1 cr)~~
~~MusT 255 Woodwind Techniques (1 cr)~~
~~MusT 256 String Techniques and Orchestral Literature (1 cr)~~
~~MusT 352 Double Reed Techniques (1 cr)~~
~~MusT 385 Choral Music in the Secondary School (3 cr)~~
~~MusT 386 Instrumental Music in the Secondary School (3 cr)~~
~~MusT 465 Jazz Band Rehearsal Techniques (2 cr)~~
~~MusT 466 Marching Band Techniques (1 cr)~~
~~Major ensembles (six different semesters) (6 cr)~~
~~Major ensembles (two different semesters chosen from MusA 116/MusA 316 Concert Choir – Vandaleers, MusA 117/MusA 317 University Chorus) (2 cr)~~
~~**Courses to total 141 credits for this degree**~~
~~C. Vocal-Keyboard Emphasis~~
~~MusA 114 Studio Instruction (5 cr)~~
~~MusA 147 Voice Class (1 cr)~~
~~MusA 315 Collaborative Piano (2 cr)~~
~~MusA 380 Opera/Musical Theatre Studio (1 cr)~~
~~MusT 385 Choral Music in the Secondary School (3 cr)~~
~~MusT 435 Pedagogy and Materials (2 cr)~~
~~MusX 283 Diction for Singers (2 cr)~~
~~MusX 284 Diction for Singers (2 cr)~~
~~Major ensembles (six different semesters chosen from MusA 116/MusA 316 Concert Choir – Vandaleers, MusA 117/MusA 317 University Chorus) (6 cr)~~
~~Other ensemble (one semester chosen from MusA 116/MusA 316 Concert Choir – Vandaleers, MusA 117/MusA 317 University Chorus, MusA 118/MusA 318 Jazz Choir, MusA 365 Chamber Ensemble, MusA 380 Opera/Musical Theatre Studio) (1 cr)~~
~~**Courses to total 136 credits for this degree**~~
~~D~~ B. Vocal-~~Voice~~ Emphasis
MusA 114 Studio Instruction in piano (~~5~~ 2 cr, max arr)*
~~MusA 145 Piano Class for Music Majors/Minors (1 cr)~~
~~MusA 146 Piano Class for Music Majors/Minors (1 cr)~~
MusA 245 Piano Class for Music Majors/Minors (1 cr)
MusA 380 Opera/Musical Theatre Studio (1 cr)

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	MusT 385 Choral Music in the Secondary School (3 cr) MusT 435 Pedagogy and Materials (2 cr) MusX 283 Diction for Singers (2 cr) MusX 284 Diction for Singers (2 cr) Students in this emphasis must take MusA 115, 124, and 324 Studio Instruction in voice. *Voice majors must successfully complete MusA 246 before enrolling in MusA 114. Major ensembles (six different semesters chosen from MusA 116/MusA 316 Concert Choir – Vandaleers, MusA 117/MusA 317 University Chorus) (6 cr) Other ensemble (one semester chosen from MusA 116/MusA 316 Concert Choir – Vandaleers, MusA 117/MusA 317 University Chorus, MusA 118/MusA 318 Jazz Choir, MusA 365 Chamber Ensemble, MusA 380 Opera/Musical Theatre Studio) (1 cr) **Courses to total ~~133~~ 130 credits for this degree**

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	X	
Brief Description of financial impact:	No financial impact is anticipated, as we are not adding or dropping any courses. We have had no graduates in the Vocal-Keyboard Emphasis, and students who previously followed the Instrumental-Vocal Emphasis can add a new minor in Vocal-Instrumental Music Education.			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

Our current music education degrees carry a heavy credit load, and visitors from our accrediting agency, the National Association of Schools of Music, recommended reducing the total credits in all music degree in their 2015 report. Some other education degrees at the UI also exceed 120 credits; the combination of general education requirements, state certification requirements, and the wide range of skills needed as preparation for a career in music education make it unlikely that this degree can be reduced to 120 credits, but some trimming is possible without undermining its viability.

We have had no students complete the Vocal-Keyboard Emphasis; thus it seems not to be a viable option. The Instrumental-Vocal Emphasis serves only instrumentalists who desire additional training in the vocal area, and currently, there is no option for vocalists who desire additional instrumental training; thus the proposed new minor is a better solution for all students seeking a general music endorsement, and LHSOM is concurrently proposing a Minor in Vocal-Instrumental Music Education.

The College of Education is dropping the requirement of EDCI 453 Phonics.

In conjunction with this proposal, LHSOM proposes to reduce credits (and associated work requirements) in MusC 328 and MusT 432 Practicum.

Music majors who have no background in piano would still need to take MusA 145 and 146 as preparation for MusA 245 and 246, but these two credits would not count towards specific degree requirements. Many music majors already have piano skills and are waived from MusA 145 and 146 as a result of placement tests.

LHSOM has many assessment vehicles already in place, including auditions for entering music majors, an application for Upper-Division Standing, and Faculty Assessment of MusA 490 Half Recital. Music Education students must also apply for the Teacher Education Program through the College of Education.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:	12/18/15		
Date Received by UCC Secretary:	12/18/15		
UCC Item Number:	UCC-16-032b		
UCC Approval Date:	02/29/16	Vote Record:	7-0
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

University of Idaho
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FS-16-045
UCC-16-032c

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	College of Letters, Arts & Social Sciences		
Department/Unit:	Department of Political Science		
Dept/Unit Approval Date:	October 15, 2015	Vote Record:	Unanimous 8 - 0
College Approval Date:	11.10.15	Vote Record:	Unanimous
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Brian A. Ellison		bellison@uidaho.edu

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:		Discontinue:	X		
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	
Option:							
Emphasis:							
Minor:	American Government/Public Law						
Academic Certificate less than 30 credits:							
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*	We are changing the orientation of our undergraduate curriculum and this minor will be difficult, if not impossible, to deliver. We are reorganizing the curriculums for the minor programs we intend to keep: political science, and international relations/comparative politics.						

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Program Component Curriculum: *Required courses*	

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:		
Brief Description of financial impact:	0$			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

The Department unanimously chooses to have one minor in political science and another minor in international relations/comparative politics. This minor that we propose to eliminate is duplicative, offer no added value beyond a PS and IR/CP minor, nor do we have the faculty to service and deliver it.

Distance Education Availability

This section must be completed

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 may be

completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow			
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by UCC Secretary:	12/15/15		
UCC Item Number:	UCC-16-032c		
UCC Approval Date:	02/29/16	Vote Record:	7-0
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

FS-16-046-
UCC-16-032d

University of Idaho

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

This section must be completed

College:	College of Letters, Arts & Social Sciences		
Department/Unit:	Department of Political Science		
Dept/Unit Approval Date:	October 15, 2015	Vote Record:	Unanimous 8 - 0
College Approval Date:	11.10.15	Vote Record:	Unanimous
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Brian A. Ellison		bellison@uidaho.edu

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:		Discontinue:	X		
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	
Option:							
Emphasis:							
Minor:	International Political Economy						
Academic Certificate less than 30 credits:							
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*	We are changing the orientation of our undergraduate curriculum and this minor will be difficult, if not impossible, to deliver. We are reorganizing the curriculums for the minor programs we intend to keep: political science, and international relations/comparative politics.						

Program Component Curriculum: *Required courses*	

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:		
Brief Description of financial impact:	0$			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

The Department unanimously chooses to have one minor in political science and another minor in international relations/comparative politics. This minor that we propose to eliminate is duplicative, offer no added value beyond a PS and IR/CP minor, nor do we have the faculty to service and deliver it.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are

separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow			
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by UCC Secretary:	12/15/15		
UCC Item Number:	UCC-16-032d		
UCC Approval Date:	02/29/16	Vote Record:	7-0
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

FS-16-047
UCC-16-032e

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	College of Letters, Arts & Social Sciences		
Department/Unit:	Department of Political Science		
Dept/Unit Approval Date:	October 15, 2015	Vote Record:	Unanimous 8 - 0
College Approval Date:	11.10.15	Vote Record:	Unanimous
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Brian A. Ellison		bellison@uidaho.edu

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:		Discontinue:	X		
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	
Option:							
Emphasis:							
Minor:	Public Administration and Policy Minor						
Academic Certificate less than 30 credits:							
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*	We are changing the orientation of our undergraduate curriculum and this minor will be difficult, if not impossible, to deliver. We are reorganizing the curriculums for the minor programs we intend to keep: political science, and international relations/comparative politics.						

Program Component Curriculum: *Required courses*	

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:		
Brief Description of financial impact:	0$			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

The Department unanimously chooses to have one minor in political science and another minor in international relations/comparative politics. This minor that we propose to eliminate is duplicative, offer no added value beyond a PS and IR/CP minor, nor do we have the faculty to service and deliver it.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow			
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by UCC Secretary:	12/15/15		
UCC Item Number:	UCC-16-032e		
UCC Approval Date:	02/29/16	Vote Record:	7-0
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

University of Idaho
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FS-16-048
UCC-16-032g

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	College of Letters, Arts & Social Sciences		
Department/Unit:	Department of Philosophy		
Dept/Unit Approval Date:	October 15, 2015	Vote Record:	Unanimous 4 - 0
College Approval Date:	11.10.15	Vote Record:	Unanimous
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Brian A. Ellison		bellison@uidaho.edu

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:		Discontinue:	X		
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	
Option:							
Emphasis:							
Minor:							
Academic Certificate less than 30 credits:	Global Justice Undergraduate Academic Certificate						
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*	Faculty members that have departed the university created this certificate program in response to university initiatives. These certificate programs have no students and we do not have faculty to recruit students into them or service them.						

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Program Component Curriculum: *Required courses*	

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:		
Brief Description of financial impact:	0$			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

The Philosophy Department unanimously chooses to have only a minor in philosophy and a minor in bioethics. We no longer have enough faculty members to service this certificate program.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

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(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow			
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by UCC Secretary:	12/15/15		
UCC Item Number:	UCC-16-032g		
UCC Approval Date:	02/29/16	Vote Record:	7-0
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

University of Idaho
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FS-16-049
UCC-16-032h

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	College of Letters, Arts & Social Sciences		
Department/Unit:	Department of Philosophy		
Dept/Unit Approval Date:	October 15, 2015	Vote Record:	Unanimous 4 - 0
College Approval Date:	11.10.15	Vote Record:	Unanimous
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Brian A. Ellison		bellison@uidaho.edu

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:		Discontinue:	X		
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	
Option:							
Emphasis:							
Minor:							
Academic Certificate less than 30 credits:	Professional Ethics Undergraduate Academic Certificate						
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*	Faculty members that have departed the university created this certificate program in response to university initiatives. This certificate program has no students and we do not have faculty to recruit students into them or service them.						

Program Component Curriculum: *Required courses*	

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:		
Brief Description of financial impact:	0$			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

The Philosophy Department unanimously chooses to only have a minor in philosophy and a minor in bioethics. We no longer have enough faculty members to service this certificate program.

Distance Education Availability

This section must be completed

FS-16-049
UCC-16-032h

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow			
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by UCC Secretary:	12/15/15		
UCC Item Number:	UCC-16-032h		
UCC Approval Date:	02/29/16	Vote Record:	7-0
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

FS-16-050
UCC-16-037a

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM

Short Form

University of Idaho

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Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

This section must be completed

College:	Science		
Department/Unit:	Mathematics		
Dept/Unit Approval Date:	10/29/15	Vote Record:	10-0
College Approval Date:	12/2/15	Vote Record:	7-0
CIP code (Consult Institutional Research):	27.0301		
Primary Point of Contact (Name and Email):	Mark Nielsen		markn@uidaho.edu

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:	X	Discontinue:			
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	
Option:	BS Mathematics, Applied – ~~Scientific~~ Quantitative Modeling Option						
Emphasis:							
Minor:							
Academic Certificate less than 30 credits:							
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*	One of the options within the Mathematics Bachelor of Science degree. The emphasis is on the mathematics used to model phenomena in engineering, science, business, and economics. With a second major in one of these disciplines, this provides ideal preparation for graduate school.						

Program Component Curriculum: *Required courses*	

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name	Applied – Scientific Modeling Option
New Name:	Applied – Quantitative Modeling Option
Current Degree:	BS Mathematics
New Degree:	BS Mathematics
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	X	
Brief Description of financial impact:	No financial impact – involves only a name change and minor adjustments to the curriculum. The course requirement changes will not impact the number of courses or sections taught.			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

There is no added workload associated with the proposed change.

The name change is intended to make this degree option applicable to a broader range of disciplines. The old version was too focused on only scientific applications, whereas the new version suggests applications in fields from engineering, business, and economics as well.

Distance Education Availability

This section must be completed

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 may be

completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

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Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*	X	No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	X

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:	2/2/16		
Date Received by UCC Secretary:	2/2/16		
UCC Item Number:	UCC-16-037a		
UCC Approval Date:	02/29/16	Vote Record:	7-0
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

TASK FORCE REPORT ON LONG-TERM CONTINGENT FACULTY
Presented to the Faculty Senate March 8, 2016

The Faculty Senate has commissioned a task force to develop a list of issues concerning the employment of **long-term contingent faculty** and recommendations for how to address these issues. This charge and task force membership can be seen in the Project Charter, Appendix A.

BACKGROUND

With uncertain economic conditions, universities nationwide have relied increasingly upon temporary appointments to handle teaching responsibilities. This is evidenced by decreasing numbers of tenure-track appointments and increasing numbers of non-tenure track and temporary positions over the last four decades.[1] However, many of these "temporary" positions are filled semester after semester by the same people, sometimes teaching at full-time loads. These temporary but long-term or contingent faculty often do not have the benefits afforded to traditional faculty such as health insurance, retirement, access to educational supplies, professional development opportunities, parking permits, etc. This practice of repeated hiring for certain courses occurs at the University of Idaho as well. Here, the benefits and support that long-term contingent faculty (LTCF) receive vary considerably by individual or by department. This has in-effect produced a number of employees that work full time or part time and receive limited benefits or job-security. The Faculty Senate of the University of Idaho has commissioned a task-force to develop a list of issues concerning the employment of LTCF and to make recommendations on how to address them.

OUR APPROACH

In order to collect information and effectively address issues concerning LTCF, we pursued five tasks.

1. **Focus groups with representative LTCF**.

On November 12th, 18th, 19th, and 20th of 2015, comment periods of approximately one hour in length were held. Focus groups at the Moscow campus were scheduled in the Janssen Engineering Building. This location was chosen in order to be neutral to parties involved. Off-campus stakeholders were invited to participate via video conference. These sessions were advertised in The Register, email, and via word of mouth. Typical focus group periods involved a personal introduction of the task force representatives and other attendees followed by a loosely structured question and comment period. The questions posed to attendees and the comments we heard are included in Appendix B.

2. **Conduct external benchmarking of peer institutions**

Benchmarking of peer institutions was conducted for comparison and to find out how other institutions are addressing similar concerns. The English departments of peer institutions were contacted and information was gathered. This information is provided in Appendix C. Additionally, the American Association of University Professors conducted a survey of institutions nationwide with conversion or stabilization plans for LTCF. We reviewed and summarized this survey for additional potential solutions in Appendix D. We also studied recommendations from the National Council of Teachers of English in Appendix E.

3. **Gather feedback from faculty, staff, and administrators**.

Using the information from steps 1-2 above, we drafted an update and then presented the information to the deans and collected input during the Provost Council meeting on December 14th, 2015.

4. **Develop recommendations**

We used the feedback and benchmarking to develop recommendations that most effectively balance various needs along with the constraint of being in-line with a sustainable budget. Further, these recommendations do not apply to faculty temporarily employed for one semester at the UI or those who teach less than six credits (or only one course) per semester.

5. **Document work in a report to Faculty Senate**

This report is to be presented to the Faculty Senate of the University of Idaho.

OBSERVATIONS

We believe the issues surrounding the employment of LTCF are varied. Some of these individuals are afforded core benefits and made to feel as an integral part of the department faculty. Many of these individuals are denied benefits and situations would likely surprise many at the UI that these situations actually exist. Some examples are:

- There are lecturers that have been teaching full-time or nearly full-time for 3, 5, or more years with no core benefits, namely health or retirement. They are “re-hired” each year or each semester.
- There are lecturers with no additional benefits such as support for professional development or educational fee waivers. They are not allowed to purchase a gold parking permit.
- There are lecturers not allowed other benefits such as attending or voting at departmental meetings, access to supplies, or building access during breaks and summer.
- There are lecturers on 49% appointments, obviously to keep them below a level where benefits are allowed and not a reflection of the workload.

We believe these situations are not good for our students. Most of the LTCF are used hired teach freshman and sophomore classes where we have the greatest retention problems. Can we expect the best of these individuals when they are treated as second class faculty? While addressing some of these issues may increase the instructional cost to the UI, retention would likely increase as LTCF would feel more valued and respected.

OUR RECOMMENDATIONS

Our recommendations are organized into two sections. Section 1 describes our recommendation for practices in the future and what our policies should be relative to LTCF. These practices may need to take the form of changes to the FSH and followed by practice to be effective. We believe the best way to do this is for the Faculty Senate to give our report to one or more of the university committees to develop the changes needed to implement these recommendations. Section 2 describes what to do now with the 100 +/- LTCF currently employed at the UI. We recommend a one-time “amnesty” type of process for conversion of lecturer positions into instructor positions to be employed over a finite time period of one or two years.

Section 1: Future Practice

The General Faculty of the university are comprised of three classifications: university faculty, emeritus faculty, and associated faculty. University faculty are comprised primarily of professors, associate professors, assistant professors, senior instructors, instructors, and lecturers. The majority of the mission of the university is served by university faculty. We believe there are benefits in the current structure of hiring lecturers as temporary employees, with limited or no benefits, at the UI. Satisfying fluctuating demand within a unit is a task required of any business. A common practice is to hire employees to cover the base load and have them work overtime or hire temporary workers to cover demand peaks. We believe unit administrators should continue to have these practices available in the future. However, the practice should be limited to meeting peaks in instructional demand, not to cover base loads.

- Long-term faculty will be university faculty comprised primarily of professors, associate professors, assistant professors, senior instructors, and instructors; all tenure track or non-tenure track. (includes modifiers such as research, extension, or clinical)
- Temporary faculty will be lecturers, emeritus, and associated faculty. This report focuses on the lecturer position.
- Our general observation is that base instructional demand should be covered by long-term faculty (LTF) and peak demand covered by temporary faculty (TF). Positions can be half-time to full-time, depending on the needs of the unit. We have been using lecturer positions to cover base plus peak demand. The resulting action is that we should revive the use of instructor positions for base demand and reserve lecturers to cover peak demand. There will continue to be a need for specialized instruction that is largely covered by our associated faculty.
- All LTF will have the appropriate benefits of university faculty if they are half-time to full-time. Benefits such as medical, retirement, and voting rights may have restrictions and be provided on a prorated basis according to Section 3.7 of the Faculty Staff Handbook. In general, the UI should not employ LTF less than half-time.
- Lecturers should be hired on annual contracts with Core Benefits, which are listed in Section 3.7 of the FSH. Voting and participation in the shared governance of the university should not be provided to lecturers.
- If an individual has been a lecturer half-time or more for three consecutive years, they may be converted to an instructor position upon positive vote of the unit faculty. If an individual is a lecturer less than half-time, they will be considered an affiliate faculty member and may continue indefinitely with no expectation of benefits or conversion to an instructor position.

Section 2: What to do now?

Individuals who have been in lecturer positions for three consecutive years or more may be converted to an instructor position upon positive vote of the unit faculty. Those not converted may continue to teach as a lecturer but may not more than one or two courses. Vacant instructor positions not filled in this way should be advertised and filled through the competitive search process. HRAI and HR should be involved in any such process.

Reference AAUP Research Office. Trends in Instructional Staff Employment Status, 1975-2011 [Internet]. 2013 [cited 2015 Nov 30]. Available from: http://www.aaup.org/sites/default/files/files/AAUP_Report_InstrStaff-75-11_apr2013.pdf

APPENDIX A Project Charter

Sponsor:	*Larry Stauffer*
Project Consultant/ Coordinator:	
Approved By:	
Approval Date:	

SCHEDULE:

Start Date:	*October 1, 2015*
End Date:	*Mid-December 2015*

OBJECTIVE STATEMENT:

To develop a list of issues concerning the employment of long-term contingent faculty (LTCF) and recommendations for how to address them.

IN SCOPE:

Faculty temporarily employed for two or more consecutive semesters at the UI and who teach six or more credits per semester.

OUT OF SCOPE:

Faculty temporarily employed for one semester at the UI or who teach less than six credits (or one course) per semester.

DELIVERABLES:

Report to the Faculty Senate that addresses the issues concerning the employment of long-term contingent faculty (LTCF) and recommendations for how to address them.

MILESTONES:

Status report to the Faculty Senate November 17^{th}
Final report to the Faculty Senate by mid-December

APPROACH:

1. Focus groups with representative LTCF's 2. Conduct external benchmark of several peer institutions 3. Gather feedback from faculty, staff, and administrators 4. Develop recommendations 5. Document work in a report to Faculty Senate

ASSUMPTIONS and CONSTRAINTS:

Recommendations must be in line with a sustainable budget and be aligned with benchmarked metrics

Task Force Members
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APPENDIX B OPEN SESSIONS

<u>Open Sessions for Long-Term Contingent Faculty</u>

We're members of a task force created by Faculty Senate to develop a list of issues concerning the employment of long-term contingent faculty and a recommendation of how to address these issues. As such, we're talking with several groups of employees within the university about the working conditions of these faculty, trying to understand the issues around such employment.

We are hosting several open sessions for faculty to comment, both on the Moscow campus and off. To help frame the conversation, we have prepared some questions. But feel free to go beyond these questions in providing your input.

Questions
1. How long and in what capacity have faculty worked as a temporary faculty at UI?
2. What employee benefits do these faculty have? What are your thoughts with regard to health and sick leave benefits, retirement savings plan, life insurance, etc.?
3. Are these faculty eligible for professional development opportunities such as the Leadership Academy, teaching and research awards, and seed grants? If not, do you think they should have these benefits, given they would be competing with tenure-track faculty?
4. How do you believe temporary faculty are treated by the institution, by their superiors, and by their colleagues?
5. What else do you believe prevents them from doing the best job possible?
6. Any thoughts on how the situation might be improved?
7. If we had to separate teachers into those that teach in addition to another job and those that teach primarily to earn a living, what would be that dividing line?

Open Comment Sessions Feedback

Please note: unless in quotation marks, which indicates a written response, comments are paraphrased.

Length, Type of Service

- Fulltime for 15 years as a lecturer. $32-36k per year.
- 1.5 years as a lecturer. Also taught at UI as a lecturer from 1999-2003 before going to private sector.
- I'm on a semester-to-semester contract. Teaching for one year.
- Attendees in second meeting responding with number of years at UI: 3, 5, 3, 6, 6, 2.
- In third meeting: 6, 8, 16, 2.
- Typically, paid $4-4.5k per course in our department.
- "Since fall 2009. I have worked a total of six years as a lecturer and taught 3-4 courses per semester."
- Since 2009. One year of benefits. Lost benefits from 2010-12. Took on administrative duties in 2013 and received one-year contract with benefits. Each year since, my teaching load has increased by one class with no decrease in administrative duties and no increase in salary. I've taught graduate-level and professional development courses in the summer.
- [Idaho Falls administrator] – Our needs: we have one person who teaches a single class semester after semester. We're hoping to hire a halftime instructor (2/2 for a long time). Looking to hire without benefits. Actually, I don't know about benefits yet.

Benefits

- I have regular benefits. Considered "board-appointed."
- I have no benefits. (Four people).
- I'm a part-time lecturer and after adding part-time in another area, became PERSI eligible.
- Retirement and health before. Now, nothing.
- Lecturer plus added Vandal Connect as staff—now I get benefits.
- Developed three CORE courses, hired and fired each semester. I quit because I was asked to teach a year-long course but they wouldn't hire me for the whole year.

- I'm fulltime with 30 contact hours per week plus another 40 hours outside of class. Nine-month contract but still hired and fired every AY now.
- Some have benefits, others none. No spouse fee or reduced employee tuition benefit.
- I teach on Moscow campus only twice per month but have no visitor parking permit. They pay my gas, but sometimes I feel like I'm doing this for free.
- I attempted to set up a 100% employee-contribution retirement fund, 403b. I worked with HR but got very frustrated because I'm not eligible to contribute.
- Reduced tuition waiver would be a worthwhile benefit.
- "I had benefits until fall 2010 through my employment with the CORE program. I receive no benefits at present and pay for my own health insurance which is a substantial chunk out of my salary."
- "It depends on the year—some years I had full benefits, some years I had none. In my department, the majority of contingent faculty do not have benefits—some of them were like me: they had benefits and those benefits were taken away with no warning and no reason given."
- "My department treats me very well. I am lucky. The only comment I want to make is about the policy that part-time workers are not allowed to contribute to our UI 401k. I was a tenured associate professor when I left the country (I now teach online for my department) and contributed to my account for about ten years. I asked the administration more than once if I can continue to contribute to my 401k and was denied. I asked that I make unmatched contributions but was told that is not possible. WSU allows their adjuncts to contribute, so my guess is that this policy may be a directive from the state of Idaho. It would help if we could build a retirement fund, even without an employer match."

Professional Opportunities, Grants, Recognition

- No vote at the departmental or institutional level. We're not "real" faculty though I'm unsure whether we qualify for seed grants and principal-investigator grants. Not qualified for some grants because we're not tenure-track. Not eligible for promotion.
- No votes on department issues. Don't feel supported by UI.
- Some lecturers vote and some attend department meetings; some are told no—it varies by department.
- I served on UCGE.
- Actively discouraged by my former chair from attending department meetings.
- No teaching excellence awards or travel money. We should be able to seek professional development.
- Not eligible for Leadership Academy, teaching awards, teaching abroad (unless special approval).
- We do the bulk of teaching but aren't eligible for teaching awards.
- We are eligible for alumni awards.
- One lecturer was on a team teaching that won a monetary award from the UI but because of his status, he as an individual was denied the award and a split of the money (embarrassing).
- Lecturers are on several committees in our department.
- Travel funds are limited to TT faculty though lecturers attend professional conferences, present papers, pay their own way, and announce their affiliation with UI.
- "I received a graduate student teaching award as a graduate student in spring 2009. Alas, even though I have taught far more courses since then and have received excellent evaluations from my students, many of whom have stayed in touch even after they have graduated from my classes and have sought me as a recommender for professional opportunities and grad school admissions, I have not won any further awards because I am not eligible for them. I have developed many new courses and usually prepare for them during summer, the time of the year when I receive no

salary, and some form of grants or monetary compensations during that time would be hugely beneficial."

- "I believe that they may be eligible for the Leadership Academy now (though in the past they weren't—I know because I applied and was told that I couldn't do it because I was just a temporary lecturer)."
- "Absolutely, they should be eligible for the teaching and research awards. I'm not sure about seed grants—My understanding is that these would support research and projects that may be outside of the scope of these positions."

Status and Treatment

- Some at the institutional level know that temporary faculty are undervalued. There's a lot of uncertainty in this job. I'm expendable—that's why I left for ten years.
- Contracts changed in 2010. We had to sign a statement saying, more or less, "I do not expect to be employed next year."
- Our responsibility for retention is disproportionate—we teach larger numbers of vulnerable (lower-level) students. Also, the kinds of students we serve have a number of issues, including mental health.
- Great relationship with my departmental colleagues and supervisors. Don't feel "loved" by TT faculty and central administration. Felt disrespected by past provosts. Some students look down on our positions and complain because they don't get a "real" professor. We don't even appear on the website, so students can't identify us when they need to. All this leads to poor morale.
- Immediate supervisors are supportive. I feel treated very well. People know you're actively involved and recognized. A lot of people in CLASS are not treated well, not treated with esteem. Email account must be sponsored by TT faculty. Ineligible for gold parking permit.
- I feel unwelcome in my department, don't enjoy coming to work. I had to fight to get a chair for my office from the department. I feel like a second-class citizen.
- My laptop was bought by my department but it's not supported by ITS. English doesn't pay the extra money to get faster technical service.
- We're allowed to make 30 photocopies maximum in our department.
- Some (this varied by individual) can no longer view student data in VandalWeb. They have to ask other faculty to look up students.
- Vandal card gets cut off over winter break and summer break. I can't access the building where my office is and where I do prep.
- All of our email accounts have to be sponsored.
- I feel respected by other faculty and within my department.
- We do get lost in the shuffle of bureaucracy of the larger institution. I end up working more but am not recognized for it.
- Superiors, peers, and colleagues all treat me well. Not supported by the institution.
- I'm on a visa and being temporary makes things difficult. I have to go home each year and renew. The tenuous situation is especially difficult for international faculty. I'm limited in collaborating because I'm constrained by my job description and visa. I can't work with another department.
- "Overall? Pretty poorly. Many of the contingent faculty in my department have been in service at the UI for longer than the department chair. They provide the institutional knowledge for the department, teach the courses "real" faculty deem unattractive, and act as the first point of contact for students in the major (and students across other majors). But, while support exists departmentally, the institution seems to think of these people and their positions as places where they can save a buck—we see evidence of this when what was once a fully benefited position became an un-benefited position with no change to the position description, work load, etc."

- "Again, I want to say that the Department of Sociology/Anthropology has been very good to me. I have a livable wage and they purchased a printer and top of the line computer for me during my time as an adjunct faculty member. I have TA support in all of my courses and the freedom to design and run my courses from a distance."
- "I feel fairly treated by my colleagues and supervisor. However, since most of us fulfill more than mere job responsibilities by serving on committees and organizations and advising to our students, I think the institution could do a whole lot better."
- "Treating them like they were treated before 2010—fully benefited, year-long contracts."

Additional Comments

- We're all treated as if we're "recreational." People on 49% appointments is ridiculous.
- Low salary makes it hard to stay afloat. I make ends meet with summer work and independent study. These are essential. I couldn't live the way I do (in my own apartment with no roommates) on my base salary.
- Get rid of the lecturer role. As an instructor teaching upper-level classes, it would be nice to have access to research funds. We shouldn't put a restriction on their teaching base.
- The administration wants to deal with each department case-by-case. This creates tremendous inequities. This is a university-wide issue and needs a university-wide solution, not by individual department.
- There are gaps in pay during winter and summer breaks. Some have spread pay and most don't.
- Two people have to share an office.
- Getting contracts sooner would help to plan. Not knowing the number of classes I'll be teaching takes away from planning ahead and time with students. Go to a nine-month contract so there's no break in pay over Christmas. Or perhaps take the same pay and stretch it longer.
- Get rid of the word "temporary" if the employee is less than full-time.
- At six years, at what point am I no longer "temporary"? I have the largest teaching load in my department. If I left, my department would be in big trouble.
- My department needs me, absolutely and I'd rather stay here. But with a half-time benefitted position at WSU, I'll leave UI. All adjuncts at WSU are hired for the year. At WSU, 50%+ positions are fully benefitted.
- Because of being terminated, EPAF has to be re-processed every semester.
- Being split across two different departments, I'm treated piecemeal. Our positions are based off of budgets, not what we do. Departments don't receive money until late in the game and this affects our appointments.
- Prorated benefits for people less than 100%. This was done not long ago at UI.
- A good dividing-line is whether someone only teaches one course. Why can't we look at benefits separately?
- My home-equity loan through Umpqua Bank was questioned because of the word "temporary."
- One of the missions of the university is teaching, so bringing back the instructor position makes sense.
- In a million little ways, this impacts the quality of instruction at UI. I'm tired and stressed because of the contingent situation and therefore, I spend less time prepping classes and am less effective as a teacher.
- "[Make] benefits, awards and incentives commensurate with teaching credentials and achievements."
- "I really do not have any comments to make. The Law School provides great access to technology for my class, provides additional break out rooms and the office staff is accommodating. I could not ask for more."

- "Knowing that they will be employed at the UI next semester. They have to always be applying for work, or they are so stressed about not being employed next semester that they are unable to do work."
- "They don't have access year round to their buildings, offices, etc."
- "Medical expenses can force them onto public assistance, which keeps them from keeping up with their own health (mental and physical)."
- "They are never recognized for the work that they do—no annual evaluations, no chance to earn teaching awards, etc."
- "Forcing departments/colleges to realize that once a position has been "temporary" for 10+ years, it probably isn't temporary. While it saves money to continue to hire people in a position that doesn't require benefits, it seems unethical to do so."

APPENDIX C BENCHMARKING DETAILS IN ENGLISH DEPARTMENTS

Responses to the following four questions, from chairs/heads of departments of English at peer institutions, are copied further below—the responses are numbered to correspond to the following "numbered" questions in each column.	**1. What kinds of benefits are available for long-term full or part-time contingent (adjunct/temporary) faculty? Such "benefits" may include health care benefits, sick leave, retirement savings, life insurance, tuition reduction, or any other benefits that tenured and tenure-track faculty also may have.**	**2. Are long-term contingent faculty eligible for professional development opportunities, recognition or awards for outstanding teaching or research or service?**	**3. Are there other, related challenges and lack of resources that long-term contingent faculty face, such as delayed contracts, need to renew email accounts annually, limited or no access to offices between semesters, delayed access to other resources for course support, such as Bblearn or ordering textbooks in a timely fashion, etc.**	**4. Is there (what might be?) a designated limit for weekly credit hours taught for contingent faculty who do *not* receive benefits?**
North Dakota State University	**1. Full-time benefitted lecturers at NDSU (teaching 4/4) receive full health coverage, retirement, tuition savings (for themselves), and options to opt-in (for additional fees) to dental, vision, and life insurance plans. Part-time adjunct**	**2. Yes, the department offers full-time benefitted lecturers up to $500 per academic year in travel funds; the college will sometimes offer an additional $100-200. They are also eligible for some (though not all)**	**3. Full-time lecturers do not face any of the above challenges and they each have their own office or share an office that is available to them year round. However, part-time adjuncts are often hired very close to the beginning of the semester and**	**4. Yes, the rule is no more than 7.5 credit hours per semester. But in practice, this can and usually does translate to three 3-credit courses one semester and no more than two 3-credit courses the next.**

	instructors do not receive any benefits.	**department, college, and university teaching and service awards, but usually not research awards. The department has made available two lecturer instructional grants for this year (for professional development related to teaching) and has offered a limited number of course releases based on proposals for how the time will be used to improve teaching. Part-time adjunct instructors do not have access to any of the above.**	**office space is limited (we currently have 7-8 part-time adjuncts sharing one office).**	
University of Arkansas	**1. All NTT [non-tenure track] faculty at the University of Arkansas working 50% time or more in any given semester receive the same benefits that TT [tenure track] faculty receive.**	**2. Although the University does not consider NTT faculty for many development opportunities or awards, our department allows NTT faculty to apply for the same research funds that our TT faculty apply for, and our NTT faculty who are publishing or delivering papers receive the same levels of those funds that the TT faculty who are publishing or**	**3. None of the challenges that you name are faced by our NTT faculty, but unlike TT faculty, they must share offices. They have other challenges, such as not usually getting to teach the literature classes they would love to teach and such as not having long-term contracts. Nor are they allowed to vote in faculty meetings except on undergraduate issues.**	**4. The limit is figured in semester terms rather than in weekly terms. A full load for an NTT faculty member is four courses (though in practice, some of them receive some course-load reductions for doing formal advising or peer mentoring). Any NTT faculty member working 50% time or more in a given semester—that is, teaching two or**

		delivering papers do. The University is currently asking us to begin distributing all departmental faculty-development funds to TT faculty, but our faculty will not discuss and vote on this matter until next semester. I predict they will be distressed at the idea.		**more courses—receives full benefits. We do our best to hire no more than one or two NTT faculty per year who teach less than 50% time, because we believe it is inhumane to hire someone without benefits unless he or she already has benefits on another job. When we do hire someone at less than 50% time, it is either because we have to open just one additional class because of last-minute enrollment or because someone actually wants to pick up just one class instead of two. In cases in which we have to hire someone at the last minute to pick up a class for just part of a semester, as when a faculty member becomes seriously ill, the NTT person does not receive benefits and is paid by the course or, if considerably less than one semester is involved, is paid a proportional amount of the**

				regular pay for one course. These rules are governed by the University, but we are the ones who work to avoid hiring people at less than 50% time. Many other departments in our university do not have this luxury.
Montana State University	**1. Contingent faculty (CF) who teach at .5 FTE or higher receive full health benefits. Below that, they get none. They also accrue sick leave. And they get free tuition for courses they want to take.**	**2. CF have access to prof. development initiatives on campus, and there are several teaching awards that they can apply for.**	**3. None of the things you mention are in play here, although I just was able to get three-year contracts for our most senior CFs.**	**4. We were recently able to get HR to recalculate/increase the workload units for our writing instructors in view of the extra work they have to do in their roles.**
Oregon State University	**1. Oregon State University provides sick leave, retirement, life insurance, family tuition reduction to anyone at half time or over.**	**2. Yes, contingent faculty .50 fte or more are eligible for a range of professional development opportunites on or off campus.**	**3. Few resources curtailed for those at .50 or over. All (even if they teach one course) have mailboxes, etc.**	**4. One course per term does not qualify anyone for benefits.**
Lewis Clark State College	**1. Number of instructors shifted to full-time with benefits, and those who teach at least six hours per semester for a certain number of semesters also qualify for greatly reduced tuition.**			**4. Lecturers without benefits are limited to teaching no more than 10 credit hours per semester.**
Washington	**1. No one hired**			

State University	**without benefits.**			

APPENDIX D: Summary of AAUP Tenure and Teaching-Intensive Appointment Report

The long-term contingent faculty (LTCF) task force at the University of Idaho is investigating issues concerning LTCF. An important part of making recommendations is to collect benchmarking information on how other institutions are addressing these concerns. Taken from the American Association of University Professors subcommittee report on tenure and teaching-intensive appointments, this document summarizes how some universities are addressing LTCF issues. The full text of the original report is available at http://www.aaup.org/report/tenure-and-teaching-intensive-appointments.

Abbreviated Summary of Conversion and Stabilization Practices Found in Report Appendices
Several universities have taken steps to convert non-tenure track (NTT) faculty to tenure track (TT) positions or stabilize and secure existing NTT positions. The report details six nationally recognized universities that have converted NTT positions to TT positions, primarily via the creation of new teaching-intensive TT positions. Additionally, there are six other universities that have taken steps to stabilize these contingent faculty positions. The most common practice is to provide a permanent position to those who have served in a temporary position for a certain amount of time (eg. five years).

Recommendations from the AAUP Committee Report

- The best practice for institutions of all types is to convert the status of contingent appointments to appointments eligible for tenure with only minor changes in job description.
- For faculty who wish to remain in the profession on a part-time basis over the long term, we recommend as best practice fractional positions, including fully proportional pay, that are eligible for tenure and benefits, with proportional expectations for service and professional development.
- We urge that conversion plans include discontinuance of any new off-track hiring, except where such hires are genuinely for special appointments of brief duration.

Extended Summary: Conversion Practices and Proposals

Pennsylvania State:

- Actively taking steps to convert non-tenure-track faculty (NTT) to tenure track.
- Action initiated based on departmental recommendation
- Separate provision allows 5-year veterans to be converted to TT upon successful vote of TT department faculty

St. John’s University

- Converted twenty full-time contingent positions to TT positions
- Once tenured, the converted faculty have only “programmatic tenure”—if their program is discontinued, the administration is not obligated to attempt to relocate them to a place elsewhere in the university

Santa Clara University

- One-time opportunity for full time NTT faculty in teaching-intensive positions to enter tenure stream.
- The affected faculty were given the choice of converting to assistant professorships (on the tenure track) or being promoted to a “senior lecturer” position (off the tenure track).

- Tenure was associated exclusively with research intensive positions, and in most cases, accepting the invitation to the tenure stream meant a major change of job description.
- Some of those who entered the tenure stream subsequently lost their tenure bids and either left the institution or became senior lecturers.

Western Michigan University

- Negotiated a contract that provided tenure for “faculty specialists”—a formerly non-tenure-track group that includes lecturers, clinical instructors, and certain academic professionals.
- Though now tenurable, faculty specialists remain differentiated from “traditionally ranked” faculty. Instead of being called “assistant professors,” “associate professors,” and so on, they can progress through the ranks of faculty specialist I, faculty specialist II, and master faculty specialist.
- Departments may limit the participation of faculty specialists in tenure and promotion reviews of traditionally ranked faculty.

Institutions at the proposal stage:

University of Colorado at Boulder

- Full-time instructor positions would be converted to tenure-track positions with no change in pay, rank, course load, or professional expectations.
- Instructors who have completed a probationary period not to exceed seven years would be offered permanent employment, or instructor tenure, after a satisfactory final review.
- No changes would be required in the existing tenure track for research professors.
- Note: at the time of the 2010 report, CU Boulder was in the proposal stage, the proposal has been enacted as of this document (Nov. 2015).

Rutgers University

- Part one called for conversion of some non-tenure-track part-time positions to non-tenure-track full-time positions; part two called for conversion of contingent fulltime appointments to a new “teaching tenure track.”

Extended Summary: Forms of Stabilization other than Conversion

California State University

- Tenure-line faculty and part- and full-time non-tenure-track “lecturers” are represented in collective bargaining by the same unit.
- Following two consecutive semesters or three quarters in an academic year, lecturers with satisfactory performance are offered one-year appointments.
- After six consecutive years of service in a same department or program on the same campus, lecturers with satisfactory performance are offered renewable three-year appointments
- For full-time lecturer appointments, layoff procedures must be followed when reducing lecturers’ hours or prematurely ending their employment.
- Alternatives to layoff of full-time lecturers must be explored.
- Lecturers on three-year appointments have recall rights for a period of up to three years.

City University of New York

- All instructional staff represented are by the same collective bargaining agreement.
- After five years of continuous full-time service, lecturers become eligible for “certificates of continuous employment,” which guarantee full-time reappointment, given certain conditions are met.
- CUNY has implemented a variety of reemployment and layoff rights.

New School

- A graduated system is used for NTT Faculty. Faculty are classified as probationary, post-probationary, or annual depending on number of semesters teaching.
- Adjunct faculty have a variety of reemployment and layoff rights.

Oakland University

- All full-time faculty and part-time faculty who teach sixteen or more credits a year are represented in collective bargaining by an AAUP chapter.
- The unit includes the following categories of faculty, listed in descending order of job security: fulltime tenure-track faculty, full-time “special instructors,” and part-time “special lecturers.” The full-time special instructors receive the same benefits as tenure-track faculty, including sabbatical eligibility.

Rider University

- At Rider University, tenure-line faculty and part-time “adjuncts” of all ranks (lecturer, instructor, assistant professor, associate professor, or professor) are represented in collective bargaining in the same bargaining unit.
- Adjunct faculty have a variety of reemployment and layoff rights.

University of California

- Adjunct faculty have a variety of reemployment and layoff rights.

APPENDIX E

http://www.ncte.org/positions/statements/contingent_faculty
The National Council of Teachers of English endorses the following statements on working conditions and long-term security of employment.

Conditions of Employment

1. **Fair Working Conditions**

- Appointment/offer letters should clearly describe the position and identify workload distributions.
- Appointments should be made in a timely manner (as opposed, for example, to two weeks before the start of an academic term).
- Annual evaluations should be provided to all faculty members, and should be based on the workload distribution defined in the appointment/offer letter.
- New appointments should receive an appropriate and timely orientation that informs and ensures access to institutional resources, such as access to parking passes, library privileges, computer access, ID cards, assistance with scholarly work, and so on.
- Class size limitations consistent with the recommendations of NCTE and CCCC should be placed on courses taught by faculty members serving in contingent positions.
- Faculty members in contingent positions who have served for three or more years in a program should not be terminated without at least a full term’s notice.

2. **Fair Compensation**

- Faculty members serving in contingent positions should receive a salary that reflects their teaching duties and any duties outside the classroom they are asked to assume. Compensation, per course, for part-time faculty should never be lower than the per-course compensation for tenure-line faculty with comparable experience, duties, and credentials.
- Faculty members serving in contingent positions should receive annual pay increases consistent with those awarded to tenure-line faculty.
- Faculty members serving in contingent positions should have access to the same benefits packages provide to tenure-line faculty.
- Mechanisms should be developed to allow faculty members serving in contingent positions who are not employed during one or more academic terms (for example, for reasons of childbirth, illness, or other exigencies) to maintain benefits and leave accrual until their return to the institution.

- Faculty members serving in contingent positions should receive support, in the form of office space, secretarial support, access to computers and telephones, access to copying, and so on, comparable to that afforded to tenure-line faculty.

3. Involvement in Shared Governance

- Faculty members serving in contingent positions should be invited to faculty meetings and asked to serve (and, if they agree, compensated for their service) on relevant department, college and university committees.
- Faculty members serving in contingent positions should be involved in the development of evaluation procedures and instruments.
- The rights and responsibilities of faculty in contingent positions should be identified in relevant department, college, and university governing codes.
- Efforts should be made to ensure appropriate and reasonable communication with faculty in contingent positions, so as to more fully involve them in department, college, and university activities and initiatives.

4. Respect and Recognition

- Faculty members serving in contingent positions should be viewed and treated as a valued and integral part of the academic faculty.
- Faculty members serving in contingent positions should have access to most, if not all, of the resources and services that are available to tenure-line faculty, including mentoring programs, support for scholarly work, support for travel, and so on.
- In the event of the conversion of contingent faculty lines to tenure lines, faculty members in those positions should be afforded the opportunity to participate in professional development activities that will prepare them to compete for the tenure-line positions. This might also include the creation of a probationary period in which the current holder of the line is allowed to work toward the fulfillment of the requirements of the new tenure-line position.

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #20

3:30 p.m. - Tuesday, March 1, 2016
Brink Hall Faculty-Staff Lounge & Skype

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #19, February 23, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- **Elections to Faculty Senate**

VI. Committee Reports.

Ubuntu (James) 4:00 p.m.
University Curriculum Committee:
- **FS-16-042** (UCC-16-034): Regulation J (vote)(Bird)

Faculty Affairs
- **FS-16-018 - FSH 3710 Leave Policy** (Crowley)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #19
Election FAQs
FS-16-018, FS-16-042

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #19, Tuesday, February 23, 2016

Present: Anderson, Barbour, Boschetti, Brewick, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Dallas, Flores, Folwell, Foster, Hrdlicka, Jeffery, LaPrath, Murphy, Nicotra, Stoll, Teal, Wiencek (w/o vote), Wolf. **Absent:** Adams, Brandt, Brown, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Jones-Mensah, Latrell, Mahoney, Perret. **Guests**: 5

Chair Teal called meeting #19 to order at 3:32. After a request to correct a misspelled name in last weeks's minutes was accepted as a friendly amendment, the minutes from the February 16th meeting passed without objection.

Chair & Provost Report: Chair Teal did not have a report and recognized Provost Wiencek. Provost Wiencek mentioned the "internal hiring memo" that recently came out. He thought the memo was fundamentally heading us in the right direction. Provost Wiencek noted that V.P. Foisy is currently conducting a search for a new HR Director. There are good candidates in the pool and they are hoping to accelerate this search. The person hired should be able to focus on moving towards a market-based compensation system realizing that we have a recently developed classification system. Ultimately we want to have a system driven by the market with a focus on getting our average salaries up to market. The Strategic Plan has been updated as we near the final draft. They have received a significant amount of feedback that has been incorporated in the most recent draft. Dale Pietrzak has been working on data definitions for the metrics. The targets are being updated. The feedback has been mainly supportive. There will be a poll sent out to select the mission and vision summary statements.

In other developments the Provost noted that JFAC has approved the proposed 3% C.E.C. (change in employee compensation). Enrollment estimates change from week-to-week. Thus far it looks like we are slightly up with non-resident students and marginally down with in-state students. The key is to get students who have been admitted to enroll.

Chair Teal asked the Provost about the emphasis being put on obtaining Carnegie I status and what this means for professional degrees and M.A. degree's. The Provost stated that we would still offer master's degrees and terminal degrees even if some of these don't affect the Carnegie rankings. Obtaining Carnegie I status is a good aspirational goal which helps focus our attention on moving to a higher level of research. We are thinking of other metrics that are important such as increasing the number of faculty engaging in research. In response to another question about the metrics, the Provost stressed that developing these measures has to be part of an ongoing dialog and the metrics will need to be adjusted as we proceed.

Asked about why we seem to be down in in-state students when we have been putting emphasis on recruiting in-state through initiatives like direct admission, the Provost stated that it was difficult to know but we were working to determine which students haven't filled out applications and what we might do to increase the percentage of those accepted arriving on campus.

The Provost was asked if there had been discussions about how the 3% C.E.C. might be distributed. He stated that HR had made recommendations, but no specific determinations had been made. He suggested we invite Brian Foisy to discuss this.

FS-16-039 (UCC-16-033d): CNR—Environmental Science. This is a proposal to drop the Environmental Water Science Graduate Academic Certificate. Chair Teal invited Professor Bob Mahler to speak to the proposal. Professor Mahler stated that the certificate was being discontinued because of low enrollment and their external review team had recommended that the certificate be eliminated. The proposal passed unanimously.

FS-16-040 (UCC-16-033e): CNR—Environmental Science. This proposal sought to drop the Environmental Contamination Assessment Graduate Academic Certificate. Similar to the previous proposal, Professor Mahler stated that the external review team had recommended dropping the certificate for low enrollment. The proposal passed unanimously.

FS-16-041 (UCC-16-033f): CNR—Environmental Science. This proposal is to add a Biophysical Science Option via distance education. Professor Mahler stated that all the courses in the depth areas will be available online. The program will be targeting those who come out of community colleges. He thinks this program will aid the university in meeting its distance education and enrollment goals. Faculty from five different colleges will be offering courses in the program.

Several Senators raised questions about the availability of labs within this option. Professor Mahler stated that students will have taken lab courses in pursuing their community college, or other lower division courses. The courses at the 300-400 level requiring a lab experience are developing “labs in a box” which should help provide the same type of research experience. Asked specifically about the requirement for a senior research project, Professor Mahler commented that each student would have an academic advisor to guide them and many of these students could satisfy this requirement through our off-campus programs in environmental science.

Another Senator asked about assessing the program and how we will know that the courses meet the same quality as courses on campus. Professor Mahler stated that the distance education program has developed a good set of metrics for quality control. The Provost commented that our distance education courses are assessed through a standard set of rubrics called “quality matters.”

Another Senator worried about the complexity in the advising needs for this program. Professor Mahler assured the Senate that they had considered the advising needs for the program. The proposal passed without objection.

FS-16-028: FSH 2700 – Student Evaluation. The Chair welcomed Professor Jennifer Johnson-Leung, chair of Teaching & Advising, back to the Senate to discuss the latest version of the student evaluation of teaching forms. Professor Johnson-Leung presented two forms. The first is a transitional form to be used for a limited number of semesters before we go exclusively to the second form. The transitional form includes questions from the current form and will be used to help determine the correlation between the current form and the new form. Professor Johnson-Leung also presented an example of norming data that we could ask to be included with the evaluations when the summaries are sent out. Finally, she pointed out that while the FSH does require that we use student evaluations of teaching, we might want to consider other methods of evaluating teaching. She noted that it was probably dangerous to be overly prescriptive about what other methods to use, however, it might be wise to suggest that some other methods to evaluate teaching be used.

While Senators expressed general approval of the new forms, there was a variety of questions that arose:

- There was a question about why we couldn’t continue to use the bank of additional questions to customize the forms. Professor Johnson-Leung commented that the committee had not expressly considered the additional set of questions, but didn't see why they couldn't be made available.

- There was a question about the difference between the transitional form and the new form. Which are we voting on? Why is there a different scale between the new form and the questions included from the previous form? Professor Johnson-Leung responded that she intended us to vote on both forms. We are using the transitional form which includes questions from the current form in an effort to demonstrate the validity of the new form. This was thought to be necessary to justify the shift from the current form to a form that didn't include a numerical scale. Hopefully the shift would only take a couple of semesters.
- There were questions about the norming data and what the spreadsheet was supposed to demonstrate. It was suggested that the norming data would provide an ability to make different distinctions. It would provide "performance categories" to help show distinctions.
- Does the new form adequately take online courses into account? Professor Johnson-Leung stated that they had tried to make the questions general enough to apply to all types of courses, including online courses. There was some discussion as to whether the proposed new form was better or worse than the current form for online courses.
- Are there systemic biases (like gender) in student evaluations? Professor Johnson-Leung acknowledged that there are systemic biases which is why we should be careful about what inferences we draw from them.

In general Professor Johnson-Leung emphasized that any student evaluation form will be limited in its ability to tell us a great deal about the quality of instruction. They can provide a course measure of instructional atmosphere, but if we try to read much more into them than it becomes problematic. When an institution tries to put too much emphasis on student course evaluations, it is engaging in "institutional sloth."

After acknowledging that we have been debating various versions of these forms for several years, the Senate decided we should bring this to a vote. The proposal to pass both the transitional form and the new form passed 13-4-2. After considerable confusion about whether to accept the "norming proposal" the Senate voted 1-9-9, thus rejecting the use of the norming scheme.

Adjournment: A motion (Stoll/Chung) to adjourn at 4:45 passed unanimously.

Respectfully submitted,

Don Crowley
Secretary to the Faculty Senate and Faculty Secretary

Faculty Senate FAQs

When and who oversees the elections for senate members? Current senate members from each respective college/group consult and assign someone who will handle the process. Check your respective college/group by-laws for procedures. It is fine for faculty senate members to solicit assistance from the dean's office in sending out and receiving secret ballots. Faculty should oversee the process and count votes received. All faculty within the college are given the opportunity to be involved and vote.

FSH 1520, Article V, Section 6. Elections. Regular elections for senators in the senate are held before April 15 of each year in which an election is to be held. All elections for members of the senate are by secret ballot. Appropriate procedures for nominations and elections are developed and approved by a majority vote of the faculty of the college or other unit.

Members on Senate whose term is expiring 2016:

Liz Brandt, Law
Wendy Couture, Boise
Stephan Flores, CLASS
Brian Mahoney, Staff
Michael Murphy, CLASS
Robert Perrett, Faculty-at-Large
Sharon Stoll, Education
Kattlyn Wolf, CALS

How long is a term on Faculty Senate?

FSH 1520, Article V, Section 4. Terms of Office. Elected faculty members of the senate serve for three years. The academic dean shall serve one year, the staff representatives shall serve for staggered two year terms. The terms of office for student members are as established by the senate. [See 1580 VI.] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that approximately one-third of the elected faculty members are to take office each year, the senate may shorten the initial term of office of faculty senators elected to fill new positions in the senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. A faculty member elected to the senate may serve two consecutive terms. After serving two consecutive terms the faculty senate member must wait one full year before they are again eligible for election.[see also FSH 1580 III-3].

What if I will be gone for one month, or for more than four months?

FSH 1520. Article V, Section 7. Vacancies.

Clause A. If it is necessary for a member of the senate to be absent temporarily (more than a month, but less than four months), the candidate who received the next highest number of votes in the most recent election in the college or unit acts as his or her alternate in the senate with full vote. If it is necessary for a member to be absent for more than four months, but less than one year, a special election is held to fill the temporary vacancy. When the senate member returns, he or she resumes the position in the senate. If it is necessary for a member to be absent for more than one year, or if the member is unable to complete the term of office for any reason, a special election is held to fill the unexpired term. [See 1580 VI for procedures covering student vacancies.]

Clause B. The chair of the Faculty Senate must declare a position vacant if a member is absent from three consecutive meetings unless the member has informed the chair of the senate in writing that he or she intends to participate fully in the activities of the senate in the future. When a position is declared vacant, the chair must notify the constituency concerned.

What is the Center Senator's Role?

1520 Article V. Section 2. Structure. A (2). University Centers. The resident faculty of the university centers in Boise, Coeur d'Alene and Idaho Falls each elects one senator from among its number. Those senators shall have the right to participate and vote in faculty senate meetings by means of available two-way video-audio technology located at the centers. If the available technology fails, telephone conferencing will be used. Senators elected to represent a center have a unique role on senate, which is to provide a voice and vote from the perspective of their centers. That perspective is not intended to be college and/or discipline specific.

What if I have replaced a member from my college who resigned from Faculty Senate, can I serve again?

1580 Article III, Section 3. Members Completing Unexpired Terms. A member who has been elected or appointed to complete the unexpired term of another member and has served more than half of that term will be considered to have served one full term.

MLK Art/Essay Contest

- Established in 2015; ran for a second year in 2016
- One of the Ubuntu Committee's major annual projects
- Funding from organizations across campus:
  - ASUI: $500
  - College of Law: $500
  - COGS: $500
  - CLASS: $500
  - DHR: $500
  - GPSA: $200
  - IPO: $200
- Cash prizes in four categories ($500 for top prize, $100 for honorable mention):
  - Best Graduate Art
  - Best Undergraduate Art
  - Best Graduate Essay
  - Best Undergraduate Essay
- 2016 contest prompt: Taking inspiration from Garza's work, write a short essay (three pages double-spaced) or create a piece of original artwork that imagines how we might work to create a more caring community on the University of Idaho campus.
- Questions?: ejames@uidaho.edu

TO: University Curriculum Committee, Faculty Senate, General Faculty

FROM: University Committee for General Education

RE: Regulation J

DATE: December 16, 2015

The following changes have been approved by the University Committee for General Education (UCGE).

Editor's Note: Courses highlighted in Yellow are new courses that are expected to come before UCC for approval this academic year.

J - General Requirements for Baccalaureate Degrees

Candidates for baccalaureate degrees must fulfill the following requirements. (See the College of Graduate Studies section for the requirements for graduate degrees. See the College of Law section for the requirements for the degree of Juris Doctor.)

J-1. Credit Requirements.

J-1-a. Students must have earned a minimum of 120 credits to be granted a baccalaureate degree from the University of Idaho. Some programs require a higher minimum. For the minimum number of credits required in each degree program, see the major curricula of the various degree-granting units in the individual departmental section.

J-1-b. A minimum of 36 credits in upper-division courses (numbered 300 or above) is required for a baccalaureate degree.

J-2. Residency Requirements. A student must earn a minimum of 30 upper-division credits in UI courses. No credits awarded for independent study, bypassed courses, credit by examination, College Level Examination Program (CLEP), or experiential learning can be counted among these 30 UI credits. Study abroad and student exchange credits may be counted toward this requirement with prior approval by the student's academic department and dean.

J-3. Subject Requirements (General Education Curriculum). First-year students (see Admissions Status) are to complete the University of Idaho general education curriculum. A university education is a preparation both for living and for making a living. It offers an opportunity not only to lay the foundations of a career, but also to develop the mind to its highest potential, to cultivate the imagination as well as the power to reason, and to gain the intellectual curiosity that makes education a life-long enterprise. A central component of this preparation is the requirement that a student working toward a baccalaureate degree must complete the necessary course work in the six categories described below (J-3-a through J-3-f). This requirement is to be satisfied by earning a total of 36 credits and meeting the minimum number of credits specified for each category. Within the J-3-d, J-3-e, J-3-f categories, students must complete a total of 18 credits. (Transfer students have two options for fulfilling this requirement; these are described under "General Education Requirements for Transfer Students" in the Undergraduate Admission section of this catalog). University of Idaho general education courses accepted as transferable as general education courses to other Idaho state-funded institutions are listed as General Education Matriculated - GEM courses in the General Catalog. Courses that fulfill requirements in each category are reviewed each year and the list is updated in the Spring. Students and advisors are encouraged to check the list when it is published in the Spring to be aware of any additional courses that have been added to meet specific requirements. Courses that are approved to satisfy a general education requirement can be used to satisfy those requirements even if the course is completed prior to being approved as a general education course.

Note: Remedial courses may not be used to satisfy any of this requirement. Degree-seeking students must be enrolled in Engl ~~090~~109, Engl 101, or Engl 102 in their first semester in residence and in each subsequent semester until they have passed Engl 102. They must also be enrolled in Math 108 or in a course that meets the general education requirement in mathematics, statistics, or computer science in their first year in residence and in each subsequent semester until the general education requirement in mathematics, statistics, or computer science has been satisfied.

J-3-a. Communication (5-7 cr). The purpose of this requirement is to develop the ability to organize one's thoughts, to express them simply and clearly, to observe the standards and conventions of language usage, and to suit tone to audience. The requirement is proficiency in written English equal to that needed for the completion of UI course Engl 102 and the completion of one additional course in this category.

Public Speaking. Students who receive a passing grade in Comm 101, Fundamentals of Public Speaking, are expected to develop and demonstrate the ability to make oral presentations in one-on-one settings, small groups, and large groups. Students should be able to demonstrate basic competency in (1) organization and preparation, (2) oral language use and presentation, and (3) addressing audience needs and interests.

Written English. Students who receive a passing grade in any of the six English classes included in the general education are expected to develop and demonstrate competencies in their writing in (1) organization and development, (2) sentence variety and word choice, and (3) language usage conventions.

The following specific provisions apply to the English composition component:

1. Students who attain a satisfactory score on the College Board English Achievement or Scholastic Aptitude (Verbal) Test or the American College Testing (ACT) English Test will be awarded credit and grades of P for Engl 101 and Engl 102. Also, students who attain a score of 4 on the Advanced Placement Test in English will be awarded credit and a grade of P for Engl 101 and students who attain a score of 5 on the Advanced Placement Test in English will be awarded credit and grades of P for Engl 101 and Engl 102.
2. Students who do not meet the conditions stated in paragraph (1) will be tentatively placed, on the basis of their scores on the tests cited above, in either Engl 101 or Engl 102.
3. UI accepts credits earned in comparable writing courses taken at other accredited institutions. (See credit limitation in J-5-d.)

Comm 101 Fundamentals of Public Speaking (2 cr)

Engl 207 Persuasive Writing (3 cr)
Engl 208 Personal and Exploratory Writing (3 cr)
Engl 313 Business Writing (3 cr)
Engl 316 Environmental Writing (3 cr)
Engl 317 Technical Writing (3 cr)
Phil 102 Reason and Rhetoric (2 cr)

J-3-b. Natural and Applied Science (8 cr, from two different disciplines, which include two accompanying labs OR 7 cr which includes a Core Science (CORS) course and one course with lab). The purpose of this requirement is to develop a better understanding of the physical and biological world by learning some of the principles that explain the natural phenomena of the universe, the experimental method used to derive those principles, and their applications.

Study in this area is undertaken as part of the general education requirements in order to promote scientific literacy, that is, the ability to read and understand the science issues being debated in society. Scientific literacy is essential if citizens are to make informed judgments on the wide range of issues that affect their everyday lives. Students receiving passing grades in the natural and applied science courses of the general education curriculum will demonstrate competency in the following areas: (1) knowledge of scientific principles; (2) the ability to write clearly and concisely using the style appropriate to the sciences; (3) the ability to interpret scientific data; (4) the ability to analyze experimental design critically; and (5) the development of laboratory skills.

Biol 102, Biol 102L Biology and Society and Lab(4 cr)*
Biol 114 Organisms & Environments (4 cr)
Biol 115 Cells and the Evolution of Life (4 cr)
Biol 154 and MMBB 155/Biol 155 Introductory Microbiology and Lab (4 cr)*
Biol 250 and MMBB 255/Biol 255 General Microbiology and Lab (5 cr)*
Chem 101 Introduction to Chemistry I (4 cr)
Chem 111 Principles of Chemistry I (4 cr)
Chem 112 Principles of Chemistry II (5 cr)
CORS 205-297 Integrated Science (3 cr)
EnvS 101 Introduction to Environmental Science, and EnvS 102 Field Activities in Environmental Sciences (4 cr)*
Geog 100, Geog 100L Physical Geography and Lab (4 cr)*
Geol 101, Geol 101L Physical Geology and Lab (4 cr)*
Geol 102, Geol 102L Historical Geology (4 cr)*
Phys 100, Phys 100L Fundamentals of Physics and Lab(4 cr)*
Phys 103, Phys 104 General Astronomy and Lab (4 cr)*
Phys 111, Phys 111L General Physics I and Lab (4 cr)*
Phys 112, Phys 112L General Physics II and Lab (4 cr)*
Phys 211, Phys 211L Engineering Physics I and Lab (4 cr)*
Phys 212, Phys 212L Engineering Physics II and Lab (4 cr)*
Soil 205, Soil 206 The Soil Ecosystem and Lab (4 cr)*

**To be counted toward satisfaction of this requirement, the full four or five credits (that is, both the lecture course and the accompanying laboratory course) must be completed.*

J-3-c. Mathematics, Statistics, or Computer Science (3 cr). These courses develop analytical, quantitative, and problem solving skills by involving students in doing mathematics, statistics, or computer science and by focusing on understanding the concepts of these disciplines.

Students receiving passing grades in mathematics, statistics, or computer science will have the ability to recognize, analyze, and solve problems.

CS 112 Computational Thinking and Problem Solving (3 cr)
Math 123 Mathematics Applied to the Modern World (3 cr)
Math 130 Finite Mathematics (3 cr)
Math 137 Algebra with Applications (3 cr)
Math 143 Pre-calculus Algebra and Analytic Geometry (3 cr)
Math 160 Survey of Calculus (4 cr)
Math 170 Analytic Geometry and Calculus I (4 cr)
Math 175 Analytic Geometry and Calculus II (4 cr)
Math 275 Analytic Geometry and Calculus III (3 cr)
Stat 150 Introduction to Statistics (3 cr)
Stat 251 Statistical Methods (3 cr)

J-3-d. Humanities (6 cr, from two different disciplines) and Social Sciences (6 cr, from two different disciplines). The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

Humanities courses enable students to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic interpretative manner, with the goal of fostering understanding of culture and inspiring a citizenry that is more literate, respectful of diverse viewpoints, and intellectually inquisitive.

Social science courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Courses on the humanities and social science lists that are also listed as satisfying the American diversity or international requirement are indicated by a D or I designation.

Approved Humanities Courses:
AmSt 301 Studies in American Culture (3 cr) D
Arch 151 Introduction to the Built Environment (3 cr)
Art 100 World Art and Culture (3 cr) I
Art 205 Visual Culture (3 cr)
Art 213 History and Theory of Modern Design I (3 cr) I
Art 302 Modern Art and Theory (3 cr) I
Art 382 History of Photography (3 cr) I
Art 407 New Media (3 cr)
Dan 100 Dance in Society (3 cr)
Engl 175 Introduction to Literary Genres (3 cr)
Engl 221 History of World Cinema I (3 cr) I
Engl 222 History of World Cinema II (3 cr) I
Engl 257 Literature of Western Civilization (3 cr)
Engl 258 Literature of Western Civilization (3 cr)
Engl 322 Environmental Literature and Culture (3 cr)
Engl 341 Survey of British Literature (3 cr)
Engl 342 Survey of British Literature (3 cr)
Engl 343 Survey of American Literature (3 cr)
Engl 344 Survey of American Literature (3 cr)
Engl 345 Shakespeare (3 cr)
Engl 375 or RelS 375 The Bible as Literature (3 cr)
FLEN 210 Introduction to Classical Mythology (3 cr)
FLEN 313 Modern French Literature in Translation (3 cr) I
FLEN 324 German Literature in Translation (3 cr) I
FLEN 331 Japanese Anime (3 cr) I
FLEN 391 or LAS 391 Hispanic Film (3 cr) I
FLEN 394 or LAS 394 Latin American Literature in Translation (3 cr) I
Hist 270 Introduction to Greek and Roman Civilization (3 cr)
Hist 340 Modern India, 1757-1947 (3 cr)
Hist 350 European Cultural History, 1600-1800 (3 cr)
Hist 357 Women in Pre-Modern European History (3 cr)
Hist 366 Intellectual and Cultural History of Modern Europe (3 cr) I
Hist 378 History of Science I: Antiquity to 1700 (3 cr)
Hist 379 History of Science II: 1700-Present (3 cr)
Hist 414 History and Film (3 cr)
Hist 442 or RelS 442 The Medieval Church: Europe in the Early and High Middle Ages (3 cr)
Hist 443 or RelS 443 The Medieval State: Europe in the

High and Late Middle Ages (3 cr)
Hist 445 Medieval English Constitutional and Legal History: 1066-1485 (3 cr)
Hist 447 or RelS 447 The Renaissance (3 cr)
Hist 448 or RelS 448 The Reformation (3 cr)
Hist 485 Chinese Social and Cultural History (3 cr)
IS 370 African Community, Culture, and Music (1-3 cr) I
MusH 101 Survey of Music (3 cr)
MusH 111 Introduction to Music Literature (3 cr)
MusH 201 History of Rock and Roll (3 cr)
Phil 103 Ethics (3 cr)
Phil 201 Critical Thinking (3 cr)
Phil 208 Business Ethics (3 cr)
Phil 240 Belief and Reality (3 cr)
Phil 351 Philosophy of Science (3 cr)
Phil 361 Professional Ethics (3 cr)
The 101 Introduction to the Theatre (3 cr)
The 468 Theatre History I (3 cr) I
The 469 Theatre History II (3 cr) I
WmSt 201 Introduction to Women's Studies (3 cr) D

Approved Social Science Courses:
Anth 100 Introduction to Anthropology (3 cr)
Anth 220 Peoples of the World (3 cr) I
Anth 261 Language and Culture (3 cr) I
Anth 329 North American Indians (3 cr) D
Anth 350 or Soc 350 Food, Culture, and Society (3 cr) D
Anth 462 or LAS 462 Human Issues in International Development (3 cr) I
Comm 233 Interpersonal Communication (3 cr)
Comm 335 Intercultural Communication (3 cr) I
Comm 410 Conflict Management (3 cr)
CSS 235 or For 235 Society and Natural Resources (3 cr)
Econ 201 Principles of Macroeconomics (3 cr)
Econ 202 Principles of Microeconomics (3 cr)
Econ 272 Foundations of Economic Analysis (4 cr)
EDCI 301 Learning, Development, and Assessment (3 cr)
FLEN 270 or Hist 270 Introduction to Greek and Roman Civilization (3 cr)
FLEN 307 The European Union (3 cr) I
FLEN 308 European Immigration and Integration (3 cr) I
Geog 165 Human Geography (3 cr) I
Geog 200 World Regional Geography (3 cr) I
Geog 365 Political Geography (3 cr) I
Hist 101 History of Civilization (3 cr) I
Hist 102 History of Civilization (3 cr) I
Hist 111 Introduction to U.S. History (3 cr) D
Hist 112 Introduction to U.S. History (3 cr) D
Hist 180 Introduction to East Asian History (3 cr)
Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)
Hist 328 History of the American West (3 cr)
Hist 329 Idaho and the Pacific Northwest (3 cr)
Hist 331 The Age of African Empires (3 cr)
Hist 380 Disease and Culture: History of Western Medicine (3 cr)
Hist 382 History of Biology: Conflicts and Controversies (3 cr)
Hist 388 History of Mathematics (3 cr)
Hist 411 Colonial North America (3 cr)
Hist 412 Revolutionary North America and Early National Period (3 cr)
Hist 415 Expanding America (3 cr)
Hist 416 Rise of Modern America (3 cr)
Hist 417 America in Crisis (3 cr)
Hist 418 Contemporary America (3 cr)
Hist 419 Topics in the American West (3 cr)
Hist 420 History of Women in American Society (3 cr)
Hist 424 American Environmental History (3 cr)
Hist 426 or AIST 426 Red Earth White Lies: American Indian History 1840-Present (3 cr)
Hist 430 U.S. Diplomatic History (3 cr)
Hist 431 or AIST 431 Stolen Continents, The Indian Story: Indian History to 1840 (3 cr)
Hist 438 or LAS 438 Modern Mexico and the Americas (3 cr)
Hist 439 or LAS 439 Modern Latin America (3 cr)
Hist 440 or LAS 440 Social Revolution in Latin America (3 cr)
Hist 441 or LAS 441 Slavery and Freedom in the Americas (3 cr)
Hist 449 Tudor-Stuart Britian 1485-1660 (3 cr)
Hist 452 Europe in the Age of the Revolution, 1770-1880 (3 cr)
Hist 455 Modern Europe (3 cr)
Hist 456 Anti-Semitism and the Holocaust (3 cr)
Hist 457 History of the Middle East (3 cr)
Hist 458 Military History (3 cr)
Hist 460 Conspiracies and Secret Societies in History (3 cr)
Hist 466 Eastern Europe Since 1774 (3 cr)
Hist 467 Russia to 1894 (3 cr)
Hist 468 Russia and Soviet Union Since 1894 (3 cr)
Hist 481 America's Wars in Asia (3 cr)
Hist 482 Japan, 1600 to Present (3 cr)
Hist 484 Modern China, 1840s to Present (3 cr)
IS 325 The Contemporary Muslim World (3 cr) I
IS 326 Africa Today (3 cr) I
IS 350 Sport and International Affairs (3 cr) I
PolS 101 Introduction to Political Science and American Government (3 cr) D
NRS 125 Introduction to Conservation and Natural Resources (3 cr)
PolS 205 Introduction to Comparative Politics (3 cr) I
PolS 237 International Politics (3 cr) I
PolS 275 American State and Local Government (3 cr)
PolS 331 American Political Parties and Elections (3 cr)
PolS 332 American Congress (3 cr)
PolS 333 American Political Culture (3 cr) D
PolS 338 American Foreign Policy (3 cr) I
PolS 360 Law and Society (3 cr) D
PolS 381 Western European Politics (3 cr) I
Psyc 101 Introduction to Psychology (3 cr)
Soc 101 Introduction to Sociology (3 cr) D
Soc 230 Social Problems (3 cr) D
Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr) D
Soc 336 Comparative Criminal Justice Systems (3 cr) I
Soc 340 Social Change & Globalization (3 cr) I
Soc 343 Power, Politics, and Society (3 cr) I
Soc 423 Sociology of Prosperity: Social Class and Economics in the 21st Century (3 cr) D
Soc 424 Sociology of Gender (3 cr) D
Soc 427 or Anth 427 Racial and Ethnic Relations (3 cr) D
Soc 431 Personal and Social Issues in Aging (3 cr) D
Soc 439 Inequalities in the Justice System (3 cr) D
Soc 450 Dynamics of Social Protest (3 cr) D

J-3-e. American Diversity (One course) and International (One course or an approved study abroad experience). As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate and collaborate with those from diverse communities within the United States and throughout the world.

The American diversity courses seek to increase awareness of contemporary and historical issues surrounding the social and cultural diversity in the U.S. Students engage in critical thinking and inquiry into the issues, complexities, and implications of diversity, and how social, economic, and/or political forces have shaped American communities. Diversity includes such characteristics as ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status

*One course chosen from the approved American diversity courses listed below. If a student takes a Great Issues Seminar (ISem 301), Humanities, or Social Science course that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.

The international courses seek to develop an understanding of international values, belief systems and social issues that have contributed to current balances of power and cultural relations. Students develop an understanding of the roles that the United States and other countries have played in global relations and the ways cultures have interacted and influenced each other.

*One course chosen from the approved international courses listed below. If a student takes a Great Issues Seminar (ISem 301), Humanities, or Social Science course that also appears on the list of approved International courses, then this requirement is considered to be completed. The international requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring term abroad through the International Programs Office.

Approved American Diversity Courses:
AIST 320 The Celluloid Indian: American Indians in Popular Film (3 cr)
AIST 401 Contemporary American Indian Issues (3 cr)
AIST 420 Native American Law (3 cr)
AIST 422, Anth 422, or RelS 422 Plateau Indians (3 cr)
AIST 478 Tribal Nation Economics and Law (3 cr)
AIST 484 or Engl 484 American Indian Literature (3 cr)
AmSt 301 Studies in American Culture (3 cr)
Anth 329 North American Indians (3 cr)
Anth 350 or Soc 350 Food, Culture, and Society (3 cr)
Arch 411 or AIST 411 Native American Architecture (3 cr)
Comm 432 Gender and Communication (3 cr)
Comm 491 Communication and Aging (3 cr)
CORS 232 Science on Your Plate: Food Safety, Risks and Technology (3 cr)
EDCI 302 Teaching Culturally Diverse Learners (4 cr)
Engl 380 Introduction to U.S. Ethnic Literatures (3 cr)
Hist 111 Introduction to U.S. History (3 cr)
Hist 112 Introduction to U.S. History (3 cr)
Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)
Hist 328 History of the American West (3 cr)
Hist 329 Idaho and the Pacific Northwest (3 cr)
Hist 411 Colonial North America (3 cr)
Hist 412 Revolutionary North America and Early National Period (3 cr)
Hist 414 History and Film (3 cr)
Hist 415 Expanding America (3 cr)
Hist 416 Rise of Modern America (3 cr)
Hist 417 ~~United States, 1919-1960~~America in Crisis (3 cr)
Hist 418 Contemporary America (3 cr)
Hist 419 Topics in the American West (3 cr)
Hist 420 History of Women in American Society (3 cr)
Hist 424 American Environmental History (3 cr)
Hist 426 or AIST 426 Red Earth White Lies: American Indian History 1840-Present (3 cr)
Hist 431 or AIST 431 Stolen Continents, The Indian Story: Indian History to 1840 (3 cr)
ID 443 Universal Design (3 cr)
JAMM 340 Cultural Diversity and the Media (3 cr)
JAMM 445 History of Mass Media (3 cr)
MusH 410 Studies in Jazz History (3 cr)
PolS 101 Introduction to Political Science and American Government (3 cr)
PolS 333 American Political Culture (3 cr)
PolS 335 American Interest Groups & Social Movements (3 cr)
PolS 360 Law and Society (3 cr)
PolS 468 Civil Liberties (3 cr)
Psyc 315 Psychology of Women (3 cr)
Psyc 419 Adult Development and Aging (3 cr)
Soc 101 Introduction to Sociology (3 cr)
Soc 230 Social Problems (3 cr)
Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr)
Soc 423 Sociology of Prosperity: Social Class and Economics in the 21st Century (3 cr)
Soc 424 Sociology of Gender (3 cr)
Soc 427 or Anth 427 Racial and Ethnic Relations (3 cr)
Soc 431 Personal and Social Issues in Aging (3 cr)
Soc 439 Inequalities in the Justice System (3 cr)
Soc 450 Dynamics of Social Protest (3 cr)
Span 306 or LAS 306 Culture and Institutions of Latin America (3 cr)
Span 411 Chicano and Latino Literature (3 cr)
Span 413 Spanish American Short Fiction (3 cr)
WmSt 201 Introduction to Women's Studies (3 cr)

Approved International Courses:
AgEc 481 Agricultural Markets in a Global Economy (3 cr)
AgEd 406 Exploring International Agriculture (3 cr)
Anth 220 Peoples of the World (3 cr)
Anth 261 Language and Culture (3 cr)
Anth 462 or LAS 462 Human Issues in International Development (3 cr)
Arbc 101 Elementary Modern Standard Arabic I (4 cr)
Arbc 102 Elementary Modern Standard Arabic II (4 cr)
Art 100 World Art and Culture (3 cr)
Art 213 History and Theory of Modern Design I (3 cr)
Art 302 Modern Art and Theory (3 cr)
Art 303 Contemporary Art and Theory (3 cr)
Art 313 History and Theory of Modern Design II (3 cr)
Chin 110 Elementary Chinese I (4 cr)
Chin 112 Elementary Chinese II (4 cr)
Chin 210 Intermediate Chinese I (4 cr)
Chin 212 Intermediate Chinese II (4 cr)
Comm 335 Intercultural Communication (3 cr)
CSS 493 or LAS 493 International Land Preservation and Conservation Systems (3 cr)
Econ 446 International Economics (3 cr)
Econ 447, AgEc 447, or LAS 447 Economics of Developing Countries (3 cr)
Engl 221 History of World Cinema I (3 cr)
Engl 222 History of World Cinema II (3 cr)
EnvS 225 International Environmental Issues Seminar (3 cr)
FCS 411 Global Nutrition (2 cr)
FCS 419 Dress and Culture (3 cr)
FLEN 307 The European Union (3 cr)
FLEN 308 European Immigration and Integration (3 cr)
FLEN 313 French/Francophone Literature in Translation (3 cr)
FLEN 324 German Literature in Translation (3 cr)
FLEN 331 Japanese Anime (3 cr)
FLEN 391 or LAS 391 Hispanic Film (3 cr)
FLEN 394 or LAS 394 Latin American Literature in Translation (3 cr)
Fren 101 Elementary French I (4 cr)
Fren 102 Elementary French II (4 cr)
Fren 201 Intermediate French I (4 cr)
Fren 202 Intermediate French II (4 cr)
Fren 301 Advanced French Grammar (3 cr)
Fren 302 Advanced French Writing Skills (3 cr)
Fren 304 Connecting French Language and Culture (3 cr)
Fren 307 French Phonetics (3 cr)
Fren 308 Advanced French Conversation (3 cr)
Fren 407 French & Francophone Literatures (3 cr, max 9)
Fren 408 French and Francophone Culture and Institutions (3 cr, max 9)
Fren 410 French and Francophone Arts (3 cr)
Geog 165 Human Geography (3 cr)

Geog 200 World Regional Geography (3 cr)
Geog 350 Geography of Development (3-4 cr)
Geog 360 Population Dynamics and Distribution (3-4 cr)
Geog 365 Political Geography (3 cr)
Germ 101 Elementary German I (4 cr)
Germ 102 Elementary German II (4 cr)
Germ 201 Intermediate German I (4 cr)
Germ 202 Intermediate German II (4 cr)
Germ 301 Advanced German Grammar (3 cr)
Germ 302 Advanced German Speaking and Writing (3 cr)
Germ 420 Topics in German Culture and Literature - Themes (3 cr, max 6)
Germ 440 German Media through the Internet (3 cr)
Hist 101 History of Civilization (3 cr)
Hist 102 History of Civilization (3 cr)
Hist 180 Introduction to East Asian History (3 cr)
Hist 270 Introduction to Greek and Roman Civilization (3 cr)
Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)
Hist 321 Pirates of the Caribbean and Beyond (3 cr)
Hist 331 The Age of African Empires (3 cr)
Hist 340 Modern India, 1757-1947 (3 cr)
Hist 350 The Age of Enlightenment: European Culture & Ideas, 1680-1800 (3 cr)
Hist 357 Women in Pre-Modern European History (3 cr)
Hist 366 Modern European Cultural and Intellectual History, 1880-1980 (3 cr)
Hist 371 History of England (3 cr)
Hist 372 History of England (3 cr)
Hist 378 History of Science I: Antiquity to 1700 (3 cr)
Hist 379 History of Science II: 1700-Present (3 cr)
Hist 380 Disease and Culture:History of Western Medicine (3 cr)
Hist 382 History of Biology: Conflicts and Controversies (3 cr)
Hist 388 History of Mathematics (3 cr)
Hist 414 History and Film (3 cr, max 6)
Hist 430 U.S. Diplomatic History (3 cr)
Hist 438 or LAS 438 Modern Mexico and the Americas (3 cr)
Hist 439 or LAS 439 Modern Latin America (3 cr)
Hist 440 or LAS 440 Social Revolution in Latin America (3 cr)
Hist 441 or LAS 441 Slavery and Freedom in the Americas (3 cr)
Hist 442 or RELS 442 The Medieval Church: Europe in the Early and High Middle Ages (3 cr)
Hist 443 or RelS 443 The Medieval State: Europe in the High and Late Middle Ages (3 cr)
Hist 445 Medieval English Constitutional and Legal History: 1066-1485 (3 cr)
Hist 447 or RelS 447 The Renaissance (3 cr)
Hist 448 or RelS 448 The Reformation (3 cr)
Hist 449 Tudor-Stuart Britian 1485-1660 (3 cr)
Hist 452 Europe in the Age of the Revolution, 1770-1880 (3 cr)
Hist 455 Modern Europe (3 cr)
Hist 456 Anti-Semitism and the Holocaust (3 cr)
Hist 457 History of the Middle East (3 cr)
Hist 458 Military History (3 cr)
Hist 460 Conspiracies and Secret Societies in History (3 cr)
Hist 466 Eastern Europe Since 1774 (3 cr)
Hist 467 Russia to 1894 (3 cr)
Hist 468 Russia and Soviet Union Since 1894 (3 cr)
Hist 481 America's Wars in Asia (3 cr)
Hist 482 Japan, 1600 to Present (3 cr)
Hist 484 Modern China, 1840s to Present (3 cr)
Hist 485 Chinese Social and Cultural History (3 cr)
ID 281 History of Interiors I (3 cr)
ID 282 History of Interiors II (3 cr)
IS 325 The Contemporary Muslim World (3 cr)
IS 326 Africa Today (3 cr)
IS 350 Sport and International Affairs (3 cr)
IS 370 African Community, Culture, and Music (1-3 cr)
JAMM 490 Global Media (3 cr)
Japn 101 Elementary Japanese I (4 cr)
Japn 102 Elementary Japanese II (4 cr)
Japn 201 Intermediate Japanese I (4 cr)
Japn 202 Intermediate Japanese II (4 cr)
Japn 301 Japanese Reading (3 cr)
Japn 303 Japanese Speaking (3 cr)
LArc 390 Italian Hill Towns and Urban Centers (3 cr)
MusH 420 Studies in World Music (3 cr)
Phil 367 Global Justice (3 cr, max arr)
PolS 205 Introduction to Comparative Politics (3 cr)
PolS 237 International Politics (3 cr)
PolS 338 American Foreign Policy (3 cr)
PolS 381 European Politics (3 cr)
PolS 420 Introduction to Asian Politics (3 cr)
PolS 441 Genes and Justice (3 cr)
PolS 449 World Politics and War (3 cr)
PolS 480 Politics of Development (3 cr)
PolS 487 Political Violence and Revolution (3 cr)
Soc 336 Comparative Criminal Justice Systems (3 cr)
Soc 340 Social Change & Globalization (3 cr)
Soc 343 Power, Politics, and Society (3 cr) (3 cr)
Span 101 Elementary Spanish I (4 cr)
Span 102 Elementary Spanish II (4 cr)
Span 104 Elementary Spanish Transition (4 cr)
Span 201 Intermediate Spanish I (4 cr)
Span 202 Intermediate Spanish II (4 cr)
Span 301 Advanced Grammar (3 cr)
Span 302 Advanced Composition (3 cr)
Span 303 Spanish Conversation (3 cr)
Span 305 Culture and Institutions of Spain (3 cr)
Span 306 or LAS 306 Culture and Institutions of Latin America (3 cr)
Span 308 Proficiency in Reading (3 cr)
Span 310 Spanish for Professions (3 cr)
Span 401 or LAS 401 Readings: Spanish Literature (3 cr)
Span 402 or LAS 402 Readings: Spanish American Literature (3 cr)
Span 411 Chicano and Latino Literature (3 cr)
Span 412 Spanish Short Fiction (3 cr)
Span 413 Spanish American Short Fiction (3 cr)
Span 419 Latin America Theatre Through Literature (3 cr)
Span 420 Modern Spanish Theatre Through Literature (3 cr)
The 468 Theatre History I (3 cr)
The 469 Theatre History II (3 cr)

J-3-f. Integrated Studies - ISem 101 Integrative Seminar (3 cr), ISem 301 Great Issues (1 cr), and Senior Experience. The purpose of these courses is to provide students with the tools of integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization (to think divergently, distinguishing different perspectives), and to incorporate information across disciplines and perspectives (to think convergently, re-connecting diverse perspectives in novel ways). It is a cumulative learning competency, initiated as a first-year student and culminating as reflected in a graduating senior.

One course from ISem 101 (open to first-year students only). One credit of ISem 301. One course chosen from the approved Senior Experience courses listed below.*

Approved Senior Experience Courses:
AgEc 478 Advanced Agribusiness Management (3 cr)
AgEd 471 Senior Capstone in Agricultural Education (1 cr)
AgEd 498 Internship (1-10 cr, max 10)
Anth 410 Research Methods in Anthropology (3 cr)
Arch 453 Architectural Design V (6 cr)

Art 410 Professional Practices (2 cr)
Art 490 BFA Art/Design Studio (6 cr, max 12)
Art 491 Information Design (3 cr, max 9)
Art 495 BFA Senior Thesis (2 cr, max 4)
AVS 450 Issues in Animal Agriculture (1 cr)
BAE 478 Engineering Design I (3 cr)
BAE 479 Engineering Design II (3 cr)
BAE 491 Senior Seminar (1 cr)
Biol 405 Practicum in Anatomy Laboratory Teaching (2-4 cr. Max 8)
Biol 407 Practicum in Biology Laboratory Teaching (2-6 cr, max 12)
Biol 408 Practicum in Human Physiology Laboratory Teaching (2-4 cr, max 8)
Biol 411 Senior Capstone (2 cr)
Biol 495 Research in Molec/Cell/Dev Biology (cr arr)
Biol 496 Research in Ecology and Evolution (cr arr)
Biol 497 Research in Anatomy and Physiology (cr arr)
Bus 490 Strategic Management (3 cr)
CE 494 Senior Design Project (3 cr)
ChE 452 Environmental Management and Design (3 cr, max arr)
ChE 454 or MSE 454 Process Analysis and Design II (3 cr)
Chem 409 Proseminar (1 cr)
CS 481 CS Senior Capstone Design II (3 cr)
CSS 475 Conservation Management and Planning II (4 cr)
ECE 481 EE Senior Design II (3 cr)
ECE 483 Computer Engineering Senior Design II (3 cr)
Econ 490 Economic Theory and Policy (3 cr)
Engl 440 Client-Based Writing (3 cr)
Engl 490 Senior Seminar (3 cr)
EDCI 401 Internship Seminar (1 cr)
EDCI 485 Secondary Internship (15 cr)
Ent 438 or PlSc 438 or Soil 438 Pesticides in the Environment (3 cr)
EnvS 497 Senior Research (3 cr)
FCS 401 Professional Ethics and Practice in CFCS (1 cr)
FCS 424 Apparel Product Line Development: Senior Capstone (3 cr)
FCS 486 Nutrition in the Life Cycle (3 cr)
FCS 497 Internship Preschool (cr arr)
Fish 418 Fisheries Management (4 cr)
Fish 495 Seminar (1 cr)
FL 401 MLC International Experience (1 cr)
For 424 Forest Dynamics and Management (4 cr)
For 427 Prescribed Burning Lab (3 cr)
FS 489 Food Product Development (3 cr)
Geog 493 Senior Capstone in Geography (3 cr)
Geol 490 Field Geology II (3 cr)
Hist 401 Seminar (cr arr)
ID 452 Interior Design VI (6 cr)
Intr 401 Career and Leadership Development (2 cr)
IS 495 International Studies Senior Seminar (3 cr)
JAMM 448 Law of Mass Media (3 cr)
LArc 480 The Emerging Landscape (3 cr)
Math 415 Cryptography (3 cr)
ME 424 Mechanical Systems Design I (3 cr)
ME 426 Mechanical Systems Design II (3 cr)
MMBB 401 or Biol 401 Undergraduate Research (1-4 cr, max 8)
MMBB 497 or Biol 491 Practicum in Teaching (2 cr)
MusA 490 Half Recital (0 cr)
MusA 491 Recital (0 cr)
MusC 481 Senior Thesis in Music Theory II (1 cr)
MusC 490 Senior Recital (0 cr)
MusH 481 Senior Thesis in Music History II (1 cr)
MusT 432 Practicum: Music Teaching (14 cr)
MvSc 486 Marketing, Implementation and Evaluation for Healthy, Active Lifestyles (1 cr)
OrgS 410 Capstone Project in Organizational Sciences (1-6 cr, max 6)
PEP 498 Internship in Exercise Science & Health (cr arr)
Phil 490 Senior Seminar (3 cr)
Phys 407 Communicating Science (1 cr)
PolS 490 Senior Seminar (3 cr)
Psyc 415 History and Systems of Psychology (3 cr)
Rec 498 (s) Internship in Recreation, Parks, and Tourism (cr arr)
REM 456 Integrated Rangeland Management (3 cr)
RMat 495 or Bus 495 Product Development and Brand Management (3 cr)
Soc 460 Capstone: Sociology in Action (3 cr)
Soc 461 Capstone: Justice Policy Issues (3 cr)
Soc 462 Senior Practicum (3 cr)
Soc 463 Criminology Abroad (3 cr)
The 483 Senior Capstone Project (2 cr)
VTD 457 Capstone Design Studio I (6 cr)
WLF 492 Wildlife Management (4 cr)

**Within the J-3-d, J-3-e, J-3-f categories, students must complete a total of 18 credits.*

Changes to address concerns expressed by Administration per senate meeting 2/2/16 and clarify UFM 5/5/15 changes.

3710

LEAVE POLICIES FOR ALL EMPLOYEES

PREAMBLE: This section describes the various kinds of leaves that are available for all UI employees. (See section 3720 for Sabbatical Leaves limited to faculty members.) This section and the following one were original parts of the 1979 Handbook*. The most substantive changes since that time have been the addition (under Governor Andrus) and subsequent deletion (under Governor Batt) of service leave for children at school and changes to subsection L that reflect changes in federal regulations. In 2002 extensive changes were made to subsection K that reflected Regent policy and current practice. In 2008 extensive changes to this policy were approved following many years of committee work involving Faculty and Staff Affairs, General Counsel, and Human Resources and a new section M was added on servicemember family leave due to a federal law change. In July 2010 a section R was added to address the Fiscal Year 2010 Furlough and in July 2011section R was removed and a new policy, FSH 3450, was created to address employment actions such as temporary furloughs. Unless explicitly noted, the text is as of July 1996. Further information is available from Human Resources (208-885-3609).* [ed. 7-97, 7-05, rev. 7-98, 7-02, 2-08, 7-10, 7-11]

CONTENTS:

A. GENERAL.

A-1. The university (hereinafter referred to as university) strives to offer leave programs that are both comprehensive and flexible to meet employee needs. Leave with or without pay is extended to employees under a variety of circumstances described below. Exceptions may be granted in special circumstances [R; APM 55.09, 55.07, 55.38; FSH 3120, 3720 and 6230] *[ed. 2-08, 7-10]*

A-2. The term "leave" refers to an employee's absence from duty. Each leave type as contained in this policy discusses circumstances in which such an absence may be continued with pay when leave accruals are available or when leave is approved without pay. Certain types of leave may require or provide options to take one leave concurrent with another. For example, sick and annual leave may be taken or may be required to be taken concurrently with other types of leave. All leaves are subject to approval.

A-3. Unless otherwise noted, for purposes of this policy, "immediate family member" includes: your spouse, your child, parent, brother, sister, grandparent, and these same relationships of a spouse, by marriage, adoption, or foster arrangement. An immediate family member may also include an individual who has assumed a similar relationship to those above, other than the relationship of spouse*, and for whom the employee or the individual has had financial

responsibility for the other. An immediate family member also may include any individual who is a qualified dependent under IRS regulations. The university reserves the right to request documentation establishing financial responsibility or qualifying status as an IRS dependent.

*Due to the 2006 “marriage amendment” to the Idaho Constitution the university, despite the wishes of the Faculty Senate, is unable to include domestic partnerships. *[ed. 1-10]*

A-4. Separation from employment or the term terminating employee refers to an employee’s separation from all employment.

A-5. A break in State of Idaho service is defined as job termination that is separated by at least three (3) business days prior to re-employment with the university or any other State of Idaho employer.

A-6. Full and part-time employees are eligible for some or all leaves discussed in this policy.

a. Benefit-eligible employees are those who hold a board-appointed position [FSH 3080] and are employed at least half time or greater.

b. Individuals who are employed at least half time or greater as temporary help (TH) and who are expected to complete five (5) months or more of continuous university service and are eligible to participate in the Public Employers Retirement Plan for Idaho (PERSI) are eligible for limited benefits, including annual leave, sick leave and pay for holidays on which they do not work [FSH 3090].

A-7. Leave may not be taken in advance of accrual and may not be taken in excess of 80 hours in a pay period. *[rev. 7-15]*

A-8. Leave may not be taken on an employee’s first day of employment. If an employee is unable to report for work on their specified first day of employment; employment will not begin until the first day that the employee reports for active duty.

A-9. All employees, including faculty and exempt employees, are responsible for recording all leave taken on bi-weekly time reports and complying with the terms of leave policies, including, but not limited to:

a. completing application for leave and providing medical evidence and other requested information;

b. abiding by any and all return-to-work restrictions; and

c. returning to work following expiration of approved leave.

Failure to uphold these responsibilities may result in absence without approved leave. Eligibility to preserve employment may be affected and/or the employee may be subject to disciplinary action, up to and including termination from employment as provided in appropriate university policies [FSH 3910, 3920 and 3930].

A-10. Employees who are exempt from overtime accrual or payments may be absent from work for approved periods of less than ½ work day without charge to sick or annual leave. Sick, annual or other paid time off must be charged in ½-day increments when ½ day of work or more is not performed, except when alternative work has been performed in conjunction with an approved flexible schedule.

Employees who are not exempt from earning overtime accrual or payments shall record all approved absences in 1/4-hour increments, except when time loss has been made up through an approved flexible schedule.

A-11. Absent written agreement to the contrary, an eligible employee typically earns credit toward retirement plan vesting (see your PERSI, IORP or federal retirement plan document for details) and earns annual and sick leave accruals during the portion of any leave that is paid, except that sick and annual leave do not accrue during terminal leave [J], or in some circumstances during administrative leave [H-5]. An employee typically will not be given such credit for any periods of unpaid leave.

A-12. No break in service will occur during any approved paid or unpaid leave for the purposes of determining eligibility for retiree health benefits.

A-13. Departmental administrators are responsible for approving and ensuring the reporting of leave, via Banner, taken by the employees in their respective units. For procedures regarding reporting and monitoring leave see APM 55.08. The Banner system and Human Resources records are the official university leave records. *[ed. 7-10]*

A-14. Human Resources is responsible for coordinating requests and reviewing compliance with all types of leave other than sick, annual and medical appointment leave discussed in this section. [APM 55.09] *[ed. 7-10]*

B. ANNUAL LEAVE.

B-1. Employees receive annual leave based on their classification of employment. [FSH 3080]

a. Classified Employees on full-time fiscal-year appointments accrue annual leave based on hours worked at the rate of approximately 3.7 hours bi-weekly for the first five full years of service, with a maximum accumulation of 192 hours; 4.6 hours bi-weekly up to 10 years of service, with a maximum accumulation of 240 hours; 5.5 hours bi-weekly up to 15 years of service with a maximum accumulation of 288 hours; and 6.5 hours bi-weekly for more than 15 years of service with a maximum accumulation of 336 hours. [RGPP II.E.3; FSH 3080; APM 55.08 and 55.09] *[ed. 7-10]*

b. Faculty on full-time fiscal-year appointments and exempt employees, including postdoctoral fellows, accrue annual leave at the rate of 7.4 hours bi-weekly and may accumulate a maximum of 240 hours. [RGPP II.F.3, FSH 3080, APM 55.09] *[ed. 7-10]*

c. Faculty who hold academic-year appointments do not accrue annual leave. Their periods of obligation and leave are governed primarily by the academic calendar, subject to stipulation by the employee's dean. [FSH 3120]

B-2. Annual leave for classified and exempt appointment of less than 100% full-time, but equal to or greater than half-time, is accrued based on hours worked and at a rate based on the employee's classification [B-1]. No annual leave is accrued for less than half-time service.

B-3. Temporary employees who are eligible for PERSI accrue annual leave beginning on the first day of employment in an eligible position at a rate of .0462 times hours worked within each bi-week, however leave is not earned until the benefit qualification period has been satisfied.

Annual leave for qualified temporary employees accrues, but is not earned until the employee has worked at least 20 hours per week and for a period of at least five (5) months (the benefit qualification period). Approval to use accrued, but unearned annual leave may be approved by the employee's supervisor under special circumstances. However, in the event that accrued annual leave is taken before it is earned and the employee also voluntarily separates or is terminated for cause before annual leave is earned, the value of unearned annual leave taken will be withheld from pay, other earning or payments or must otherwise be repaid to university.

Leave Accrual Example:
Annual leave accrues based only on hours worked.
62 hours worked times .0462 results in 2.90 hours of accrual and may accumulate to a maximum of 192 hours.

B-4. Annual leave accrual is temporarily suspended when the accumulation reaches the maximum allowance. Once the leave accumulation drops below the allowed maximum, accruals resume.

B-5. Employees eligible for overtime earn overtime based on only hours worked. There is no overtime accrual based on annual leave, sick leave, compensatory time, holidays or any other paid time off.

B-6. Annual leave continues to accrue while on any paid leave, except that annual leave does not accrue on hours of compensatory time used; during terminal leave [K]; during academic transitional leave [J] or for temporary employees who accrue annual leave based only on hours worked.

B-7. At the employee's option, accrued annual leave may be used during any approved leave that could otherwise be taken as sick leave. [RGPP II.I.2.b.]

B-8. Annual leave must be scheduled in advance and requested in writing by the employee. Annual leave may not be taken without the supervisor's written approval. Both the employee's vacation preference and business needs of the unit must be considered in establishing mutually agreed periods of leave [APM 55.09]. *[ed. 7-10]*

a. Supervisors are responsible for coordinating and approving requests for annual leave of all employees in their respective units.

b. An employee on approved annual leave, who becomes eligible to use sick leave through unforeseen events, may use sick leave in lieu of annual leave with approval from his/her supervisor. Documentation to support the use of sick leave may be required.

B-9. Leave balances are paid to employees upon separation (i.e. resignation, retirement layoff, non-renewal, termination) from all State of Idaho employment [IC 67-5334]. Leave balances are transferred from the university to other State of Idaho employers when the university employment ends and a new position is accepted with any State of Idaho employer when there is no break in state service [A-5]. However, the university reserves the right to require an employee to exhaust some or all annual leave prior to any job or employment separation.

Employees separating upon the expiration or termination of a grant will be required to use annual leave before the last day of employment.

In the event of an employee's death, payment is made to his or her estate.

The effective date of the employee's separation is the last day on which he or she reports to work for the university, unless the Assistant Vice President (AVP) for Human Resources or designee has approved a written request for alternative termination arrangements that are in the best interests of the university.

A termination extended through the use of accrued annual leave must be approved in advance, in writing, by the AVP for Human Resources or designee and unit administrator and shall be treated as terminal leave. [J and APM 50.20]

In the event that an academic administrator transitions from a position eligible for annual leave to a faculty position in which annual leave does not accrue, balances should be exhausted prior to the start of the new appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by the AVP for Human Resources, or designee.

B-10. Any individual, regardless of type of appointment, with an annual leave balance who transfers or who is reassigned to another unit within the university may be required to exhaust all existing annual leave prior to starting the new assignment.

B-11. Payment in lieu of annual leave taken for any reason other than separation from employment is granted only by exception or under other special circumstances within the business needs of the university.

B-12. Eligibility requirements for annual leave for temporary help (TH) can be found in FSH 3090.

C. SICK LEAVE.

C-1. Employees that work at least 40 hours in a bi-weekly pay period for at least five (5) consecutive months accrue sick leave. Accrual is approximately 3.7 hours bi-weekly for full-time service. [FSH 3090 C]

C-2. Sick leave accumulation for half-time but less than full-time service is accrued proportionately based on hours worked and earned at the rate of .0462 for each hour worked.

C-3. Sick-leave may be accumulated without limit.

C-4. Sick leave cannot be taken in advance of accrual. If, at the end of a bi-weekly pay cycle, absences exceed sick leave accumulation, the hours will be charged to compensatory time first, if available, and then to annual leave. If there is no leave accumulation, time will be unpaid. ~~If sick leave or other types of paid leave are available for an approved absence of any duration, time-off must be taken using available paid leave and may not be taken as unpaid leave, unless such absence has been approved as a personal leave [N] without pay in accordance with the guidelines of this policy~~ *[ed. 2-08]*

C-5. Sick leave continues to accrue while on any paid leave, except for hours of compensatory time used; during terminal leave; and/or during academic transitional leave [I].

C-6. Sick leave may not be used in lieu of annual leave, except when the conditions of B-8. b. above have been met.

C-7. Sick leave may be taken only as follows:

a. Illness of Employee. An employee's own illness, injury, or ~~parenting~~ childbirth ~~(see FSH 3710 E)~~ that prevents the employee from performing his or her assigned duties; or in the event of exposure to contagious disease if, in the opinion of responsible authority, the health of others would be jeopardized in the work place.

b. Illness of an Immediate Family Member. When the illness or injury of an immediately family member as defined in [A-3] of this policy requires the attendance of another, the employee may use his or her own available sick leave.

c. Death of an Immediate Family Member. In the event of a death of an immediate family member as defined in [A-3] of this policy; up to fifteen (15) days of sick leave may be used immediately following the event, but can be extended if there are special circumstances. The unit administrator and the AVP for Human Resources or designee may approve an extension of leave for up to a total of thirty (30) days of sick leave.

d. Death of a Family Member. Sick leave usage for the death of a family member other than a member of the immediate family as defined in [A-3] of this policy is limited to a maximum of five (5) days of sick leave immediately following the event.

e. Medical Appointments. Personal or family appointments for medical, dental, optical treatment or examination, or meeting with an Employee Assistance Program professional, including time for travel to and from such appointments. An employee is allowed up to two hours of time off per month for such appointments without charge to sick leave provided satisfactory arrangements have been made with the employee's supervisor. If the employee has absences totaling more than two hours in a month, such absences must be reported and charged to sick leave. There is no carryover balance from month-to-month.

f. Parenting/Adoption. All employees are entitled to use sick leave for parenting/adoption and follow the same leave use and benefits as described under E. Parenting Leave. The primary caregiver is eligible for parenting leave upon hire regardless of meeting Family Medical Leave Act (FMLA) eligibility requirements. Any probationary period is suspended until such time that the employee returns to work, see FSH 3360.

Commented [TA(1]: FAC 11/18/15: Remove - creates confusion, see L-2 & N-2.

Commented [TA(2]: FAC: Returned to "childbirth" for clarification purposes to clarify that a birth mother can use sick leave.

Commented [TA(3]: FAC inserted for clarification purposes allowing use of sick leave.

Commented [TA4]: Added to address the Provost's comment that Cabinet would support eligibility upon hire for the primary caregiver, but not for both parents.

Commented [TA5]: Added this last section to address the Provost's comment about someone trying to get past their probationary period.

~~f~~g. **Organ Donation.** Full- and part-time benefit eligible employees may use up to five (5) days of sick leave for bone marrow donation and may use up to thirty (30) days of sick leave to serve as a human ~~donation~~ organ donor during an approved family medical [L] or personal leave [N]. *[ed. 2-08]*

Commented [TA6]: Senate rev. 2/2/16

C-8. Attendance at work is a job requirement for all positions at the university. Excessive absenteeism can affect job performance. Supervisors have the right to set attendance standards and require medical evidence to support absences that exceed these standards. Absences that occur during an approved family medical leave [L] are exempt from these requirements.

C-9. The federal Family Medical Leave Act of 1993 (FMLA) was adopted as law to protect the best interest and job security of employees. The university may initiate family medical leave (FML) and will apply FML concurrently with sick leave when the employee's own illness, work-related injuries, or an illness of a family member is covered by FML. In these circumstances, sick leave must be used before unpaid FML is taken [L-2].

C-10. An employee may be eligible for FML after three (3) consecutive days of sick leave, unpaid or other absence [L-4] and may initiate a request for FML at any time prior to an absence which they suspect may qualify. However, the university may also initiate FML and will typically take steps to determine if an absence qualifies as FML when an employee has missed five (5) consecutive workdays or longer by providing the employee with an absence questionnaire and FML application. A failure to comply with a request to complete the absence questionnaire and/or the FML application (if applicable) may result in absence without pay and/or disciplinary action, up to and including dismissal from employment as provided in relevant university policies [FSH 3910, 3920 and 3930]**.**

C-11. Employees transferring without a break in service from a qualified Idaho state agency or from the university to another state agency will be credited with their accrued sick leave by the receiving agency. All unused sick leave is forfeited when an employee is separated from state service. No compensation is made for such unused leave, except as provided in C-12 in the case of employees who are retiring from the university. If an employee returns to state service or to the university within three (3) years after separation, sick leave forfeited at the time of separation will be reinstated.

C-12. Employees who retire and then return to work at the university may not be entitled to reinstatement of sick leave balances. In this instance, only the ***unused*** portion of sick leave that was converted at the time of retirement [C-13 and FSH 3730 C] to pay for retiree health benefits may be reinstated for employees who separate for retirement purposes and later return to work at the university.

C-13. An employee who retires under the eligibility conditions for retirement or disability retirement as stated in FSH 3730 may apply a pre-determined amount of unused sick leave accrued since July 1, 1976, as payment for continued coverage under the university retiree health program. [FSH 3730, APM 55.39] *[ed. 7-10]*

D. HOLIDAYS.

D-1. The university is closed at least eleven (11) holidays each fiscal year. [3460 F-2]

D-2. Board-appointed employees [FSH 3080] and temporary help employees participating in PERSI [FSH 3090] are eligible to receive holiday pay. *[ed. 2-08]*

D-3. Benefit-eligible employees [A-6.a.] who are employed full time (87.5 percent or greater) receive holiday pay based on eight (8) hours for each holiday. An employee who works a compressed work schedule to include more than eight (8) hours each day, such as four (4) ten-hour workdays in one week, will still receive only eight (8) hours of holiday pay. With supervisor approval, the employee may make up the difference between their regular hours of work and the holiday pay for that day (two [2] hours in this example) through a flexible work schedule within the same work week [FSH 3460], or may use accrued compensatory time or annual leave, or take the time as unpaid.

D-4. Benefit-eligible employees [A-6.a.] who are employed at least half time but less than full-time, are entitled to receive holiday pay, pro-rated based on the average number of hours scheduled each week. The number of

hours scheduled on a routine basis (not the hours worked in the week in which the holiday falls) is divided by five (5) days. For example:

20 hours per week / 5 = 4 hours of holiday pay
25 hours per week / 5 = 5 hours of holiday pay
30 hours per week / 5 = 6 hours of holiday pay

D-5. The university embraces diversity and recognizes that our workforce is derived from many diverse cultures to include many different religious preferences. An individual may be absent from work to observe a religious holiday consistent with his or her own religious beliefs and practices when the day is not consistent with the university's official holidays, provided advance notice is given. Pay for these absences are as follows:

a. Benefit-eligible employees may use their accrued compensatory time or annual leave to receive pay for an observed religious holiday that is not an official university holiday.

b. Employees who are not benefit-eligible, or who do not have compensatory or annual leave available, may observe the holiday without pay; or, with advance supervisory approval, employees may make up the hours in the same work week [FSH 3460].

D-6. Benefit-eligible employees are entitled to holiday pay while they are on other approved paid leave, or during any portion of paid or unpaid family medical leave.

E. PARENTING LEAVE. *[add. 7-15]*

E-1. Employees ~~who meet FMLA eligibility requirements (see FSH 3710 M-3)~~ are entitled to ~~16~~ 12 weeks of job protected leave with continuation of group health insurance coverage within 12 months of the birth, adoption, or foster placement of a son or daughter. ~~All Parenting Leave allowed under this Section E is considered Family Medical Leave.~~

Son or daughter means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and ~~"~~incapable~~"~~ of self-care because of a mental or ~~"~~physical disability~~"~~ ~~at the time of the FMLA leave request~~.

E-2. If both parents are employees of the university each is entitled to take the same amount of parenting leave as allowed for a single employee.

E-3. Employees can choose to use a combination of accrued paid leave or unpaid leave. However, ~~E~~employees must first use accrued sick leave (see FSH 3710 M-2) and any accrued annual leave or compensatory time they have in excess of 80 hours before going on leave without pay. ~~The remainder of the job protected leave will be unpaid, unless the employee chooses to use a combination of accrued annual leave, or compensatory time.~~

E-~~4~~5. ~~Employees are encouraged to familiarize themselves with FMLA guidelines before requesting or granting Parenting Leave. "Fact Sheets" that explain FMLA (numbers 28 through 28M) may be found on the United States Department of Labor Wage and Hour Division website.~~ The Parenting Leave described in this section E. is intended to encompass the University's obligation to provide Family Medical Leave under the federal Family Medical Leave Act ~~for the birth or placement of a son or daughter for foster care or adoption as described in sub-sections M-1.a and M-1.b of this policy.~~ . Parenting Leave under this Section E. may exceed the requirements and benefits for the Family Medical Leave described under sub-sections M-1.a and M-1.b of this policy, but Parenting Leave must, at a minimum, comply with the requirements of the Family Medical Leave Act as set out in Section M of this policy.

E-~~6~~5. Leave may not be used for both foster care and adoption consecutively if foster placement leads to that adoption of the son or daughter.

E-~~7~~6. Alternate or reduced work schedules are addressed in FSH 3710 M-13 b.

E-~~8~~7. See FSH 3710 R-1 for exceptions to University leave policies.

Commented [TA7]: FAC – Unnecessary, see E-4.

Commented [TA8]: FAC: Unnecessary see E-4 below and necessary to remove for the new "C-7 f" to work, per FMLA eligibility rule.

Commented [TA9]: FAC: Unnecessary see E-4 below.

Commented [TA10]: Added to seek a compromise to address Administration's concern about employee's hoarding leave and managing unfunded risks such as leave payout.

Commented [TA11]: FAC: Unnecessary, first sentence states employee can choose to use a combination of leave.

Commented [TA12]: FAC feels this is unnecessary to state in the FSH and is not done for other federal regulations.

Commented [TA13]: FAC unnecessary, stated in next sentence.

F. MILITARY LEAVE. *[ren. 7-15]*

F-1. Faculty and staff, regardless of whether or not they hold a fiscal-year or academic-year appointment are eligible for leave of up to fifteen (15) working days in a twelve (12) month period for active duty or military training. Leave for State of Idaho military duty or training is limited to fifteen (15) days within a calendar year. Employees who are in board-appointed positions [FSH 3080] are eligible for paid military leave. When called to active duty or training, the university will pay the difference between military pay received from the U.S. or State government, but cannot duplicate pay. This is accomplished by full pay during an approved military leave. The employee must provide documentation of military pay received during leave, within ninety (90) days of return from leave or upon earlier job separation. The employee is required to repay to the university any amount which exceeds their regular base pay for the same period. Unpaid military leave may be requested if the employee knows their military pay will exceed their university pay. Annual and sick leave credit towards length of service for retirement plan, and other vesting will continue to accrue during the fifteen (15) working days of military leave and eligibility for employee health benefits will continue whether military leave is requested with or without pay. An employee at their own option may instead request annual leave on the same basis as any other vacation or other time off and if approved, may use annual leave and retain full military pay. [APM 55.09 and 55.38] *[ed. 7-10]*

F-2. Any employee who is called to active duty and/or is required to serve more than fifteen (15) working days is eligible for up to five (5) years of military leave. Eligibility for employee health coverage will continue at a minimum through the first thirty (30) calendar days of service while on an approved military leave. The employee will be required to pay the employee share of the health care costs, as well as the costs for his/her dependents.

F-3. An employee may use annual leave and/or accrued compensatory time for military service and continue to receive pay and benefits before commencement of military leave.

F-4. Military leave beyond the first fifteen (15) working days is generally granted without pay and benefits. Health care coverage will end for the individual who is called to active duty after the first thirty (30) days of service. However, coverage for his/her dependents may continue for up to an additional six (6) months, provided that the employee has made arrangements with Benefit Services to pay the full cost of coverage, on at least a monthly basis. In this instance, any other coverage provided by U.S. military programs will be primary.

F-5. When on military leave or when his/her dependents are not eligible for coverage elsewhere, the employee or his/her dependents, individually or as a family, may be eligible to continue health care coverage through COBRA.

F-6. An employee may elect to continue group life insurance benefits in effect for the employee or his/her dependents on the date the employee is called to active duty for a maximum period of thirty (30) days. However, the employee must self-pay the full cost, based on rates and eligibility rules afforded to others who are actively at work. Benefits from these programs generally exclude losses resulting from participation in a military organization or from an act of war. An employee may also have the right to life insurance portability or conversion to an individual life insurance policy following termination of benefits in the group plan.

F-7. Upon reinstatement, the employee's health plan will resume as if their employment had not been interrupted.

F-8. In accordance with state and federal law, an employee upon return will be reinstated to his/her former position or a comparable position without loss of seniority, status or pay rate provided the employee returns with an honorable discharge and within five (5) years from departure date from the university.

a. In some situations, re-employment may not be possible, such as when there has been a significant change in circumstances, if re-employment would impose an undue hardship on the university or department, or if the person's employment was temporary in nature, such as positions that are grant-funded for a specific duration and/or temporary help (TH) positions.

1. If the returning employee's skills need upgrading to meet the requirements for a prior or promoted position, the university will make reasonable efforts to refresh or update these skills unless such efforts would create undue hardship for the university.

2. When an employee with a service-related disability is not qualified to perform the essential functions of his/her job after the university has made reasonable efforts to accommodate the disability, the employee may be placed in another position of comparable pay, rank, and seniority.

b. Employees returning from military leave must provide the university with written timely notification of intent to return to their position. The university may require documentation that the person’s application for reemployment is timely and that the person’s discharge from uniformed services was under honorable conditions. University procedures will follow the applicable state and federal law, including but not limited to the Uniformed Services Employment & Reemployment Rights Act (USERRA), 38 U.S.C. 4301-4333, enforced by Department of Labor’s Veterans’ Employment & Training Services (VETS) (www.dol.gov/vets.)

F-9. Retirement benefit contributions are suspended while the employee is on unpaid military leave. Upon reinstatement after military leave, reenrollment in the retirement plan will be immediate.

a. Credited state service continues during military leave as though no break in employment has occurred.

b. The employee may elect to make up any employee contributions missed during an approved military leave. Such contributions must be paid into the plan within a period not to exceed three (3) times the length of the military leave, up to a maximum of five (5) years.

c. The university will contribute the regularly scheduled match contributions for any employee make-up payments made in connection with an approved military leave.

d. For purposes of determining eligibility for retiree health coverage, military leave will not count as a break in service provided that re-employment occurs within the parameters of this policy. Further, an employee will receive university service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] during the fifteen (15) days of approved paid military leave; however, the employee will not receive service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] for any unpaid military leave.

F-10. The university will not discharge an employee without cause, as that term is defined by federal USERRA regulations, who is reinstated under the provisions of the USERRA and has served thirty-one (31) to one hundred and eighty (180) days without cause for six (6) months following reinstatement. If the length of military service was more than one hundred and eighty (180) days, but less than five (5) years, the employee will not be discharged without cause for one (1) year following reinstatement.

E-11. This policy is intended to comply with applicable state and federal laws, including the Uniformed Services Employment and Reemployment Rights Act (USERRA) of 1994. To the extent that any provision of this policy is ambiguous and/or contradicts the Act or any other law, the applicable law or Act will prevail.

G. LEAVE FOR COURT REQUIRED SERVICE AND VOTING. *[ren. 7-15]*

G-1. Any employee who is summoned for jury duty or subpoenaed as a witness before a court of competent jurisdiction or as a witness in a proceeding before any federal or state administrative agency will be granted leave. Benefit-eligible employees will be granted leave with pay, except as provided below in F-2. Travel expenses in connection with this duty are not subject to reimbursement by the university. [RGPP II.I.5.a.2; APM 55.09] *[ed. 7-10]*

G-2. An employee must request annual leave or personal leave without pay for the following:

a. appearing as a party in a non-job-related proceeding involving the employee;

b. appearing as an expert witness when the employee is compensated for such appearance; or

c. appearing as a plaintiff or complainant, or as counsel for a plaintiff or complainant, in a proceeding in which the Board of Regents or any of its institutions, agencies, school or office is a defendant or respondent. [RGPP II.I.5.a.]

G-3. Polling places are typically open extended hours and absentee voting is widely available. However, employees who are unable to vote outside of scheduled hours will be allowed time off to vote. If available, an employee may use accrued annual leave, compensatory time or, if approved in advance, may be able to make up time lost to vote within the same work week [FSH 3460] through a flexible work schedule. Otherwise, time off will be approved, but unpaid.

H. LEAVE FOR CAMPAIGNING FOR OR SERVING IN PUBLIC OFFICE. *[ren. 7-15]*

H-1. The president approves requests for leaves of absence for the purpose of campaigning for or serving in public office [RGPP II. I.5.c.]. See FSH 6230 E for provisions concerning leave for campaigning and serving in public office.

H-2. It is the Board of Regent's intent that state salary not be duplicated to an employee serving as a member of the Idaho Legislature. Any leave for serving as a member of the Idaho State Legislature will be unpaid when the Legislature is in session [RGPP II.I.5.c.2.]. Certain benefits may continue during the unpaid leave; however, the employee must pay the full cost of coverage.

I. ADMINISTRATIVE LEAVE. *[ren. 7-15]*

I-1. Administrative Leave is leave with pay and benefits. An employee will continue to receive pay and leave accruals in accordance with their regular rate and maintain eligibility for other benefit programs. (Terminal leave (J) and academic transitional leave (I) are not considered administrative leave.)

I-2. At the discretion of the president or his/her designee, an employee may be granted administrative leave when the state or the university will benefit as a result of such leave. [RGPP II.I.5.d; 3470 B] *[ed. 7-10]*

I-3. Examples of circumstances that may qualify an employee for administrative leave are volunteer fire fighters attending class off campus, official delegates to the annual general convention of Idaho Public Employees' Association, and members of state or local committees, such as the Human Rights Commission, attending official meetings.

I-4. With the approval of the president or designee, an administrator may also use administrative leave to remove an employee from the workplace (for example during an investigation or to mediate an employee relations issue), if approved in advance by Human Resources. The President's Office or Provost's Office, as appropriate must be notified.

I-5. In all cases involving administrative leave with a duration that is more than one bi-week, an electronic personnel action form (EPAF) must be processed. When leave is less than one full bi-week, hours attributed to administrative leave shall be coded as "ADL" on the time/leave record and in the payroll system.

I-6. In the absence of a written agreement to the contrary, an employee on administrative leave must be available for recall to work during regular university business hours in the event that the employee's services are required or he/she is otherwise requested to return to work.

I-7. Under certain circumstances, the university may require the use of accrued annual leave and/or compensatory time.

J. ACADEMIC TRANSITIONAL LEAVE. *[ren. 7-15]*

J-1. Academic transitional leave may apply when an academic administrator steps down from his/her administrative appointment and assumes a faculty appointment. The purpose of academic transitional leave is to prepare the employee for a new faculty appointment. Transition leave is not available in the event of transition from academic faculty to an administrative appointment. Academic transitional leave is granted at the discretion of the university, must be approved by the provost, and approved by the president or designee.

J-2. There is no accrual of annual leave during the period of academic transitional leave. All other benefits and leave accruals are provided on the same basis as afforded to similarly situated employees in a faculty job classification. Annual leave balances should be exhausted prior to a new academic faculty appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by the AVP for Human Resources or designee.

K. TERMINAL LEAVE. *[ren. 7-15]*

K-1. Terminal leave is paid leave received by a terminating employee in lieu of wages at the employer's discretion. An example of terminal leave is leave paid to an employee who is not completing the term of his/her contract at the request of the employer. Sick and annual leave is not accrued during the terminal leave period. Time toward length of service for retirement vesting and eligibility for university retiree health benefits [FSH 3730] will continue. The duration of terminal leave is determined at the discretion of the university.

K-2. During terminal leave, health benefits continue for an employee and his/her covered family members on the same basis as employees of the same classification who are actively at work. The employee's share of all health care contributions, including employee and dependent medical/dental, supplemental life, and/or any other costs of coverage, will be withheld from the employee's pay. Upon separation from employment, the employee and/or his/her covered family members, as a family or individually, may have rights to medical/dental coverage through COBRA.

K-3. The university may require the use of accrued annual leave and/or compensatory time during the terminal leave period or may pay out some or all accrued, but unused balances at the time of termination.

L. SHARED LEAVE. *[ren. 7-15]*

L-1. University employees who earn annual leave may donate annual leave hours to shared leave. Shared leave may be donated to a shared leave pool or to the benefit of a specific eligible recipient. See FSH 3710 L-5 below and APM 55.07 C-3 for conversion of donated leave to shared leave. *[ed. 7-10, rev. 7-15]*

L-2. Eligibility. Benefit eligible employees, including academic year faculty who do not accrue annual leave, are eligible to receive shared leave. *[rev. 7-15]*

a. Qualifying Events. If any benefit-eligible employee [A-6. a.] who has a health condition [L-2.a.1] or whose immediate family member [A-3] has such a condition and the employee is required to take time away from work, and has exhausted all leave, the employee may apply for shared leave when time away from work is a qualified absence as described below (L-2.a.1) but will not be compensated by paid leave or wage replacement programs such as disability and workers' compensation benefits.

1. The health condition of the affected individual must be certified by a competent health care provider to be considered as acceptable evidence by the university, and qualify as a serious health condition as defined by family medical leave [M] to include a need resulting from human organ or bone marrow donation. This provision applies only to the acceptable medical conditions of family medical leave. An employee need not meet the service and other requirements of family medical leave to be considered as an absence eligible for shared leave.

2. An applicant for shared leave who has used his or her own annual leave for purposes other than attending to a medical condition that is known to create potential for an extraordinary need for leave

typically is not eligible for leave from the shared leave pool. Under extraordinary circumstances, such an applicant may request an exception to receive shared leave from directed donations. *[ren. 7-15]*

3. Shared leave that is donated from the shared leave pool is intended for use by employees who intend to return to work. An applicant who wishes to receive shared leave and otherwise meets the criteria of the program and does not intend to return to work may apply for shared leave; however, shared leave in this instance is available only from donations directed specifically to that one recipient. *[ren. 7-15]*

b. Prerequisites. An employee must have used all other available leave such as sick leave, annual leave, and compensatory time to qualify as a recipient of shared leave.

c. Disability Income. To be eligible for shared leave for the employee's own medical condition, employees must first apply for wage replacement benefits that may be available through workers' compensation or disability coverage. Once such benefits begin eligibility for shared leave benefits end. However, an otherwise eligible employee may use shared leave while satisfying the waiting period or after exceeding maximum disability periods for income replacement programs.

L-3. Donating Shared Leave.

a. Employees who have an accrued annual leave balance may donate to shared leave regardless of their funding salary source. Donations may be made to the shared leave pool and accessed by any eligible recipient or donated directly to a specific shared leave recipient. *[rev. 7-15]*

b. Shared leave donations are restricted to direct donation when the donor's annual leave balance is less than forty (40) hours from the maximum leave accumulation limit. In this instance only, the amount of leave actually used by the recipient will be deducted from the donor's account before any balance is taken from the shared leave pool. Donated leave not used by the recipient will be returned to the donor's account or forfeited if the maximum accrual has been reached. Donors can choose to designate any unused direct donations to be added to the general shared leave pool.*[ed. 7-11]*

c. Leave donations made for a specific individual will be drawn from donors' accounts based on a first-received basis. The first donation request received by Benefit Services will be processed before a second donation from other recipients or before hours are withdrawn from the shared leave pool. Donations will be drawn from the donor's annual leave account as the time is transferred and used by the recipient. No leave donation in excess of the recipient's shared leave needs will be taken, unless contributions to the shared leave pool also have been authorized, except as noted above in section b., when donations to the shared pool are restricted.

d. Leave donations may be made in any amount of not less than ½-hour (.50) increments.

e. Shared leave donations may not cause the donor's annual leave balance to fall below forty (40) hours at the time the donation is processed, unless the donor is terminating active employment from the University. Donors should be aware that any shared leave not used by the intended recipient will be returned to the Shared Leave Pool, not returned to the donor(s). *[rev. 7-15]*

L-4. Shared Leave Benefits.

a. Maximum Benefit. The maximum shared leave benefit is limited to four (4) working weeks of leave within a rolling twelve (12) month period. Shared leave hours that are granted will be reflective of the employee's regular percentage of appointment.

b. Shared leave requests are reviewed and granted by the Director of Benefit Services or designee in accordance with this policy. Applicants awarded shared leave will be notified in writing; if the request is denied, the reason(s) for denial shall also be stated in writing. The requestor may appeal a denied request for shared leave. Appeals must be made in writing to the AVP for Human Resources within thirty (30) days

from the date of denial and must reference the applicable sections of policy and reasons why there is disagreement. The AVP for Human Resources will respond to appeals within thirty (30) days.

L-5. Funding and Conversion.

a. Donation Conversion. Hours of donated shared leave are multiplied by the hourly rate of the donor; that amount is recorded as a deposit to the shared leave pool or the directed recipient's account and subtracted as hours from the donor's annual leave balance.

b. Recipients Conversion. The recipient's hours of shared leave need is multiplied by the recipient's hourly rate and subtracted from the shared leave pool.

Sick leave is a liability that is funded only through base salary. Funding for a full year of base salary is provided for most positions. If an employee is absent without pay the department typically has received funding for the duration of the employee's full appointment and would achieve salary savings as a result. The only exceptions would apply to those working from certain special funding sources or who hire a temporary replacement during the period of unpaid leave. Consequently, the department of the employee who will receive shared leave is responsible for funding the pay its employee will receive during leave from shared leave donations.

c. Donors may donate annual leave regardless of their salary-funding source. The department or sponsored research project gains the hours the employee would have taken for annual leave when their employee makes a donation.

M. FAMILY MEDICAL LEAVE. *[ren. 7-15]*

M-1. Family medical leave may be requested by an eligible employee for the following reasons:

a. the birth of a son or daughter of the employee and/or in order to care for such son or daughter; *[rev. 7-15]*

b. the placement of a son or daughter with the employee for adoption or foster care; *[rev. 7-15]*

c. to care for an immediate family member as defined in [A-3] of this policy with a serious health condition as defined in [M-5] of this policy;

d. because of the employee's own serious health condition [M-5]; or

e. to serve as a human organ or bone marrow donor.

The entitlement to leave under subparagraphs (a) and (b) of this section M-1 for a birth or placement of a son or daughter is encompassed in the Parenting Leave described in Section E, of this policy. ~~All leave taken under Section E. Parenting Leave shall be considered Family Medical Leave.~~ *[add. 7-15]*

Commented [TA14]: FAC: unnecessary, previous sentence is sufficient and language in E-4 covers this statement.

M-2. Family medical leave and/or servicemember family medical leave is leave without pay. However, when the absence also qualifies for the use of sick leave, if available, sick leave must be used first in conjunction with family medical leave before any period of unpaid absence. Once sick leave has been exhausted or when the type of absence does not qualify for the use of sick leave, the entire absence or remainder of the approved family medical leave will be unpaid. However, if an employee has more than 80 hours of accumulated annual leave or compensatory time, they must use these hours first before going on leave without pay. ~~, unless the~~ ~~E~~Eemployees may ~~chooses~~ choose to use any combination of compensatory time or~~,~~ annual leave~~, or shared leave (if eligible; L).~~ before going on leave without pay to reduce their total balance to 80 hours. *[rev. 2-08]*

Commented [TA15]: Added to address Administration's concern about employee's hoarding leave and managing unfunded risks such as leave payout.

M-3. Eligibility. If the employee has been employed by the university for a minimum of twelve (12) months and has worked at least 1250 hours during the previous twelve (12) month period prior to the requested leave, the employee is eligible for family medical leave. This eligibility requirement does not apply to Parenting Leave (see section C 7-f. of

Commented [TA16]: Reinserted prior language/current policy to address Provost' request to focus on parenting leave at this time and address expanding eligibility to all cases of FMLA upon hire at a later time.

this policy) for a primary caregiver and any probationary period is suspended until such time that the employee returns to work, see FSH 3360. *[rev. 7-15]*

Commented [TA17]: Added this first part of this sentence to ensure eligibility upon hire for primary caregiver; the last part in this sentence to address the Provost's comment about someone trying to get past their probationary period.

Provost comment was that Cabinet had already allowed the extension of parenting leave to both parents if both were employees, 12 weeks each.

M-4. Length of Leave. A maximum of up to twelve (12) weeks or a total of 480 hours of family medical leave may be granted to eligible full-time employees during a rolling twelve (12) month period. Eligible part-time employees may be granted up to twelve (12) working weeks of leave or a total number of hours consistent with their regular work schedule within a twelve (12) week period. (i.e. 20 hours per week x 12 weeks = 240 hours). The period is measured from the date the employee last used/exhausted family medical leave or became employed by the university to the date leave is to begin. Family medical leave may be taken on a continuous, intermittent, or reduced-hour basis. *[rev. 7-15]*

M-5. Definitions. *[rev. 7-15]*

a. "Serious health condition" is defined as an illness, injury, impairment or physical or mental condition that involves any period of incapacity or treatment connected with in-patient care (i.e. overnight stay) in a hospital, hospice, or residential medical-care facility, and any period of incapacity or subsequent treatment in connection with such in-patient care; continuing treatment by a health care provider, which includes any period of incapacity (i.e. inability to work, attend school, or perform other regular daily activities) due to a health condition (including treatment for or recovery from) lasting more than three (3) consecutive days; and any subsequent treatment or period of incapacity relating to the same condition, that also includes:

1. treatment two (2) or more times by or under the supervision of a health care provider; or one treatment by a health care provider with a continuing regimen of treatment; or
2. pregnancy or prenatal care. A visit to the health care provider is not necessary for each absence; or
3. chronic serious health condition, which continues over an extended period of time, requires periodic visits to a health care provider, and may involve occasional episodes of incapacity (e.g. asthma, diabetes). A visit to a health care provider is not necessary for each absence; or
4. permanent or long-term condition for which treatment may not be effective (e.g. Alzheimer's, a severe stroke, terminal cancer). Only supervision by a health care provider is required, rather than active treatment; or
5. absences to receive multiple treatments for restorative surgery or for a condition which would likely result in a period of incapacity of more than three days if not treated (e.g. chemotherapy or radiation treatments for cancer).

M-6. Health benefits continue during family medical leave on the same basis as for any similarly situated employee who is actively at work, regardless of whether the employee is using other forms of accrued leave or taking leave unpaid. The employee's share of cost for health coverage is the amount that is typically payroll-deducted for the employee's own coverage and/or coverage for his/her dependents. The employee is responsible for payment of these amounts during leave. Payroll deductions will be continued for any portion of the leave that is paid. During any portion of leave when no pay is received, the employee must make arrangements to self-pay these amounts. Retirement plan contributions, accruals for sick and annual leave and credit toward vesting are suspended during unpaid portions of family medical leave.

M-7. All qualified absences, including those due to a work-related injury, will be considered as family medical leave.

M-8. If there are reasonable circumstances to support that an employee's absence qualifies as family medical leave, the university has the right to classify such absence as family medical leave.

M-9. When the need for family medical leave is foreseeable, an employee must request an application for family medical leave at least thirty (30) days in advance of the need for leave. Application assistance is available from Benefit Services. When events are not foreseeable, employees must provide as much notice as is possible. Application for family medical leave after a return from absence is not recommended; rights to preserved employment and benefits may be adversely affected. In any event, absent extraordinary circumstances, an employee may not claim an absence as a qualified family medical leave event unless done so within the first two (2) days of return from an absence.

M-10. When leave is taken for personal illness or to care for an immediate family member with a serious health condition, leave may be continuous or intermittent and may include a reduction in hours worked. For intermittent leave, the employee must provide certification from the health care provider caring for the employee and/or family member stating the leave must be taken intermittently. Employees needing intermittent leave must attempt to schedule their leave so as not to disrupt university operations. The university reserves the right to assign an employee to an alternative position with equivalent pay and benefits that better accommodates the employee's intermittent or reduced leave schedule.

M-11. Employees on family medical leave are required to provide documentation to Benefit Services as requested, including intent to return to work. During leave, the university may require an employee to re-certify the medical condition that caused him/her to take leave. A return-to- work release from the health care provider is required before an employee absent due to his or her r own serious health condition may return to work.

M-12. Family medical leave requests for medical treatment or care giving requires certification from the health care provider documenting medical necessity.

M-13. Family medical leave requests for parenting must be approved in advance and completed within twelve (12) months of the birth, adoption, or foster care placement of a child.

a. Shared leave (if granted) may be used for the disability period related to childbirth. *[rev. 7-15]*

b. Intermittent leave or reduced work schedule requests for parenting may not be granted, or may be cancelled by the university with thirty (30) days written notice, based on business needs of the university.

M-14. Family medical leave taken by two (2) university employees to care for a family member who has a serious health condition consists of a maximum twelve (12) weeks of leave for each employee. Family medical leave for parenting is addressed in FSH 3710 E. *[rev. 7-15]*

M-15. If the university obtains information from a credible source, such as the workers' compensation authority, disability carrier, or a medical practitioner, that alters, changes, casts doubt, or fails to support continued leave or the leave application, the university has the right to:

a. revoke leave;

b. not grant leave;

c. require new evidence to support the leave request;

d. require the employee to return to work if the leave is not substantiated; and/or

e. when appropriate under applicable employee discipline policies [FSH 3910, 3920, and 3930], take disciplinary action, up to and including dismissal.

M-16. Upon return from family medical leave, employees will be assigned to their same or similar position with equivalent pay and status with or without reasonable accommodation, as appropriate, in accordance with the Americans with Disabilities Act. Job reassignment must be coordinated with Employment Services and approved by the AVP for Human Resources or designee. The university has no obligation to restore employment to temporary hourly (TH) or other employees if the employment term or project is over and the university would not otherwise have continued employment.

M-17. Family medical leave is not intended for individuals who do not plan to return to work. An employee who applies for and is granted family medical leave and fails to return to work for at least thirty (30) days upon the expiration of their family medical leave period may be obligated to repay the costs of health coverage provided by the university during any portion of family medical leave. If the university is notified that the employee does not intend to return to work, the family medical leave period will terminate immediately and the employee will be separated from employment on that date. Medical, dental and under some circumstances Health Care Spending Accounts may be continued through the Consolidated Omnibus Budget Reconciliation Act (COBRA). Options for life insurance portability or conversion may also be available. Job separation under these circumstances will result in a lump sum payment of annual leave and/or compensatory balances. In addition, the employee will no longer have a right to restoration to the same or equivalent position. The employee is responsible for contacting Employment Services to arrange for an exit interview.

N. SERVICEMEMBER FAMILY AND MEDICAL LEAVE. The federal Family and Medical Leave Act (FMLA) now entitles eligible employees to take leave for covered family member's service in the Armed Forces (Servicemember Family and Medical Leave) in two instances. This section of the policy supplements the above family medical leave policy and provides general notice of employee rights to such leave. Except as stated below, an employee's rights and obligations to servicemember family and medical leave are governed by the general family medical leave policy. *[add. 2-08, ren. 7-15]*

N-1. Definitions: The following definitions are applicable to this section of the policy.

a. "Eligible employee" is a spouse, son, daughter, parent, or for purposes of caring for a family member, the next of kin of a covered family member.
b. "Next of kin" is the nearest blood relative of a family member who is in the Armed Forces.
c. "Covered family member" means any family member who is a member of the Armed Forces, including a member of the National Guard or Reserves, regardless of where stationed and regardless of combative activities.

N-2. Leave Entitlement: Eligible employees are entitled to take servicemember family and medical leave for any one, or for a combination of the following reasons:

a. Any "qualifying exigency" (as defined by the Secretary of Labor) arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a "contingency operation," and/or
b. To care for a covered family member who has incurred an injury or illness in the line of duty while on active duty in the Armed Forces, provided that such injury or illness may render the covered family member medically unfit to perform duties of the family member's office, grade, rank or rating.

N-3. Duration of servicemember family and medical leave:

a. When leave is due to a qualifying exigency: an eligible employee may take up to 12 work weeks of leave during any 12-month period.
b. When leave is to care for a covered family member: an eligible employee may take up to 26 workweeks of leave during a single 12-month period to care for the covered family member. Leave to care for a covered family member, when combined with other qualifying family medical leave may not exceed 26 weeks in a single 12-month period.
c. Concurrent leave: servicemember family and medical leave runs concurrent with other leave entitlements provided under federal, state and local law.

O. PERSONAL LEAVE. *[ren. 2-08, 7-15]*

O-1. Any employee not covered by another university leave type within this policy may request a personal leave of absence.

O-2. Personal leave is leave without pay and without benefits. However, the supervisor may require the use of sick, annual or any other type of accrued leave if the absence qualifies and leave is available. Personal leave may be taken with pay and benefits when other paid leave such as annual leave is taken concurrently. In rare circumstances, leave may be approved without pay, with continued benefits, but only when approved as an exception and only when doing so meets the business needs of the university. Hiring units are responsible for funding the benefits under these circumstances. [APM 55.38] *[ed. 7-10]*

O-3. Reasons for requesting a personal leave may include, but are not limited to, religious, personal, and educational matters or for extension of any leave when all other leaves have been exhausted.

O-4. All requests for personal leave must be made to the supervisor in writing. A leave of three (3) working days or less can be approved by the supervisor and are recorded by the timekeeper on the employee's time record as LWB. The president or his/her designee (i.e., provost) must approve a personal leave which exceeds three (3) working days. Personal leave is not guaranteed and is granted on a case-by-case basis, with the approval of the supervisor and the unit administrator, based on the business needs of the university.

O-5. The president or designee (i.e. provost) may grant personal leave without pay with or without benefits for a period of up to one (1) calendar year, with extensions not to exceed a total of three (3) successive calendar years [RGPP II.I.5.c.1]. Consideration is given to such requests on an individual basis in the light of the reason for which it is requested, whether it is leave with or without paid benefits and the effect that granting it will have on the employee's unit or program.

O-6. When a personal leave of absence is granted, the university assures reinstatement of the individual to a position of similar status and pay, but only to the extent that such position continues to exist and would have continued to exist had no leave been taken. Return to work in the same job within the same department is not promised.

O-7. During personal leave without pay an employee is not eligible for holiday pay, the accrual of sick or annual leave, or the use of medical appointment leave, and may not be granted any other type of leave of absence such as family medical or military leave until the employee has first returned to work under active status and otherwise qualifies for such leave.

O-8. An employee who has received approval from the president or his/her designee for a personal leave without pay without paid benefits ***may*** continue to contribute toward and receive the benefits of the institution's insurance and retirement programs, if the laws, rules, regulations, policies and procedures governing the administration of such insurance and retirement programs permit. [RGPP II.I.5.c.3]. Employees should consult Benefits Services for more detailed information on how personal leave without pay will impact their benefits and their rights to continue coverage through COBRA and life insurance conversion or portability. [APM 55.09 and 55.38] *[ed. 7-10]*

O-9. Employees who are granted a personal leave of absence without pay are responsible for making arrangements with Benefit Services, before the leave begins, for the continuation or discontinuation of benefits. Also, they should call Benefit Services on their return to active status to make sure that any benefits that had been discontinued are reinstated or to adjust for changes that occurred while they were on leave. [APM 55.38] *[ed. 7-10]*

O-10. Personal leave is not intended as a vehicle to continue benefits for periods when employees are not working due to academic or seasonal work schedules or for a reduction in hours.

P. EXTENDED FAMILY MEDICAL LEAVE. *[ren. 2-08, 7-15]*

P-1. Extended family medical leave (EFML) extends job protection and health benefits beyond the expiration of family medical leave. EFML is intended for the following:

a. Individuals who plan to return to work and have a prognosis to support return to work with assumption of full duties and responsibilities of their position, with or without reasonable accommodation, within a total absence period of no more than twelve (12) consecutive months; or

b. Individuals who do not have an acceptable prognosis to return to work, but whose absence qualifies for the use of sick leave and who have an unused sick leave balance upon the expiration of family medical leave.

P-2. EFML and other options for an employee's return to work following an approved family medical leave must be coordinated through Benefit Services, approved by the supervisor, and are granted at the discretion of the university, but are not guaranteed. EFML may not exceed nine (9) consecutive months. *[ed. 2-08]*

P-3. Acceptable medical certification and/or other documentation to support a prognosis for return to work must accompany all requests for EFML. If acceptable medical certification and/or other documentation are not provided, notice of contemplated job action to separate the employee from employment at the expiration of family medical leave may be served upon the employee if all sick leave has been exhausted.

P-4. If there is not a prognosis to return to work as defined above [O-1], notice of contemplated action for job separation will be issued. However, if the employee has a remaining sick leave balance and his/her condition qualifies for the use of sick leave, employment and EFML leave will be extended through the earlier of: *[ed. 2-08]*

a. the date in which all sick leave will be exhausted; or
b. expiration of six (6) months of accumulated leave, measured from the date in which leave was first granted for the same condition.

All sick leave is forfeited upon separation from employment, except as provided in O-6, or as provided in (Idaho State Code 53-4001) rights to reinstate sick leave upon return to work for any State of Idaho agency. *[ed. 2-08]*

P-5. Sick and all other available paid leave must be used concurrently with and taken first before any period on unpaid leave during EFML. EFML is leave with benefits but without pay, unless accrued sick or annual leave or compensatory time is used.

P-6. An employee with a sick leave balance who separates from employment upon the expiration of EFML and qualifies as a disabled retiree, or as a retiree eligible for any tier of university retiree medical coverage that requires retiree cost sharing, may convert a predetermined amount of the unused sick leave to pay for the retiree's share of the cost for their own university medical coverage. [FSH 3730]

P-7. Health benefits will continue during an approved EFML in the same manner afforded to any employee of the same classification who is actively at work.

a. The employee must make arrangements to self-pay his/her share of employee and dependent benefit costs during any portion of EFML that is unpaid.

b. Sick leave, annual leave, holiday pay and credited service hours toward vesting of annual leave accruals and retirement are not continued during any portion of leave that is unpaid.

c. Short and/or long-term disability wage replacement payments and/or actively at work provisions for death and other benefits provisions within PERSI and similar contracts refers to an employee being actively at work (employed and not on leave) on the date in which the disability has first begun. An employee whose condition began before taking a leave of absence and who has qualified or met the conditions in accordance with provisions set by the carrier will continue to receive benefits and/or remain eligible for such benefits during Extended Family Medical Leave, and/or upon separation from employment if unable to return to work. [Refer to Disability and Retirement Plan Handbooks www.hr.uidaho.edu/benefits]

P-8. Employees who have been granted EFML are required to provide documentation to support progressive medical improvement. Medical certification and other documentation may include temporary restrictions of duties and/or periods of part-time work. However, restrictions of job duties and/or part-time work restrictions must be approved by Human Resources and the hiring authority, and must intend and attempt to phase an employee back to work to a level of full assumption of job duties, with or without reasonable accommodation.

P-9. During EFML, the university may require reasonable periodic re-certification and updates regarding the employee's medical condition, prognosis for improvement, and fitness for duty. A release to return-to-work from the health care provider is required before an employee may return to work. The university, at its own expense, may require medical pre-screening for return to work in a position that includes pre-employment medical pre-screening to ensure the safety and fitness for prescribed job duties before an employee is allowed to return to work with or without restriction of job duty.

P-10. When an employee's own medical condition or restriction is expected to be chronic, or when the condition fails to progressively improve, notice of contemplated action and job separation or accommodation of disability under ADA should be explored.

P-11. If at the expiration of the EFML period the employee is still unable to perform the essential duties of his/her position with or without reasonable accommodation, the university has the right to separate any employee from employment and/or to end EFML and begin job separation when the medical prognosis ceases to support a return to work within EFML limits. [FSH 3910, 3920 and 3930]

Q. LEAVE FOR PROFESSIONAL IMPROVEMENT. *[ren. 2-08, 7-15]*

Q-1. Leave for professional improvement is paid leave with benefits for the purpose of participating in professional development programs or experiences for an extended period of more than two (2) weeks to attain or enhance a skill set that will result in a mutual benefit to the both the university and the employee.

Q-2. Members of the faculty who hold the rank of instructor or above, exempt employees, and classified staff are encouraged to participate in programs of professional improvement. (Tenured faculty may also be eligible for sabbatical leave and should refer to FSH 3720.) Generally, on the recommendation of an applicant's administrative supervisor, and with the approval of the dean/director and the provost/vice president, professional improvement leave may be granted under the following conditions (individual departments may have additional requirements and restrictions):

a. To participate in this plan, the faculty or staff member must have completed four (4) years of service before the time the leave is to begin.

b. Generally, at least two (2) years of service must intervene between a sabbatical leave and a leave for professional improvement or at least five (5) years of service must intervene between a leave for professional improvement and a subsequent request for the same type of leave.

Q-3. The employee requests professional improvement leave with pay by submitting a letter of application to the supervisor at least three (3) months before the leave is to begin. The letter should address the professional development to be derived from the leave, what activities (i.e. research, writing, experience, etc.) will be involved to achieve the professional goals, the duration of the leave, the level of support requested, and the source of funds, if known.

Q-4. Persons granted leave under this policy are expected either to return to the active service of the university for at least one academic or other full work year after completion of the leave, or are required to repay the money received from the university for the period of professional improvement leave granted.

Q-5. The employee must submit a report to the supervisor, the dean/director, and the provost/president regarding his or her developmental experience upon return to active work status.

Q-6. The employee may request approval to use accrued annual leave and to have an equal amount of administrative leave with pay granted to permit his or her participation in a program of professional improvement.

R. EXCEPTIONS. *[ren. 2-08, 7-15]*

R-1. Exceptions to these policies may be considered to the extent that such an exception is not contrary to state and federal laws, the Board of Regent policies and procedures, and are considered in the best interest of the university. The respective unit administrator, the AVP for Human Resources or designee, and the president or designee as required, can grant exceptions. A request for exception must be submitted and approved by the supervisor and forwarded to the AVP for Human Resources for further consideration of all approvals.

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #19

3:30 p.m. - Tuesday, February 23, 2016
Brink Hall Faculty-Staff Lounge & Skype

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #18, February 16, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

Teaching & Advising:

- **FS-16-028:** FSH 2700 – Student Evaluation of Teaching (Johnson-Leung)(vote)

University Curriculum Committee:

- **FS-16-039** (UCC-16-033d): Natural Resources – Environmental Water Science Graduate Academic Certificate (Mahler)(vote)
- **FS-16-040** (UCC-16-033e): Natural Resources – Environmental Contamination Assessment Graduate Academic Certificate (Mahler)(vote)
- **FS-16-041** (UCC-16-033f): Natural Resources – Biophysical Science Option - add (Mahler)(vote)

Ubuntu (James)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #18
FS-16-028; 039 thru 041

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #18, Tuesday, February 16, 2016

Present: Anderson, Brewick, Brown, Caplan, Couture (Boise), Crowley (w/o vote), Dallas, Flores, Folwell, Foster, Godfrey (Coeur d'Alene), Hrdlicka, Jeffery, Jones-Mensah, LaPrath, Latrell, Mahoney, Nicotra, Stoll, Teal, Stevenson for Wiencek (w/o vote). **Absent:** Adams, Barbour, Boschetti, Brandt, Chung, Folwell, Hiromoto (Idaho Falls), Murphy, Perret, Wiencek (w/o vote), Wolf. **Guests**: 9

Chair Teal called meeting #18 to order at 3:31. A motion (Stoll/Brewick) to approve the minutes from the February 2nd meeting passed without objection.

Chair & Provost Report: Neither Chair Teal nor Vice Provost Stevenson had a report although Vice Provost Stevenson did encourage everyone to take a look at the Strategic Plan and to provide input. The plan will be finalized in early March.

FS-16-036 (UCC-16-033a): Natural Resources—Restoration Ecology Certificate. Chair Teal introduced Professor Karen Launchbaugh to discuss the proposed undergraduate certificate in Restoration Ecology. She noted the growing demand in this area. Utah State has seen an increase of around 50 students in the last five years. They are moving their undergraduate degree towards having two tracks—one of which would be restoration ecology. When asked about the possibility of jobs in this area, Professor Launchbaugh noted that they have very high demand in both soils and rangeland management and the availability of jobs is very high. The proposal passed unanimously.

FS-16-033 (UCC-16-031a): Geography—Climate Change Certificate. The Chair introduced Professor John Abatzoglou from the Geography Department to discuss a proposed undergraduate certificate in Climate Change. Professor Abatzoglou explained that the department was proposing to create this certificate in Climate Change while dropping a minor in Climate Change. The minor required 18 credits while the certificate requires 12. He thought that the certificate would be more useful to a larger range of students. Since 2012 3-8 students a year obtained the minor. Asked about the current students taking the minor, Professor Abatzoglou noted that the courses were not going away and he thought current students would be grandfathered in. A Senator wondered why the department should remove the minor since it wasn't in conflict with the certificate. The answer seemed to be that this would be one less administrative issue to worry about. A person can obtain the certificate without being enrolled in a degree program. Thus this certificate would be available to a broader range of students. The proposal passed unanimously.

FS-16-034 (UCC-16-031b): Geography—Climate Change Minor. This proposal was associated with the above proposal. Along with creating the certificate the department is proposing removing the minor. The questions were mainly directed at why it was necessary to eliminate the minor. Professor Abatzoglou thought it was mainly a matter of reporting and we were talking about a small number of students. A Senator noted that the minor contained courses from outside of Geography, but the certificate did not. The proposal passed 11-6-1.

FS-16-035 (UCC-16-031c): Biological Science—Reproductive Biology. Senator Foster was asked to speak to this proposal to discontinue the graduate certificate in reproductive biology. Professor Foster noted that the program never had significant enrollment and some of the professors teaching courses in this area had retired. The proposal passed unanimously.

FS-16-037 (UCC-16-033b): Natural Resources—Ecology Minor. Chair Teal introduced Randy Brooks to discuss this proposed minor. Professor Brooks noted that there is a major in Ecology and Conservation Biology but not a minor in Ecology. Within Forestry they were moving towards requiring minors rather than directed electives so this would fill an important role. The proposal passed unanimously.

FS-16-038 (UCC-16-033c): Tribal Natural Resources Stewardship Certificate. The Chair introduced Kerri Vierling from the Fish and Wildlife Department. Professor Vierling noted that CNR had held meetings with eight tribal groups to determine what their needs were. They indicated that having a certificate like this would be useful since students would not have to be enrolled in a degree program to take classes towards this certificate. The certificate would also help those interested in jobs in natural resources with the tribes. The certificate would build towards a degree, if a student was so inclined. A Senator, noting that this certificate carried a lot more credits than a normal certificate, wondered why they just didn't create a major. Professor Vierling introduced Lisette Waits, Chair of Fish and Wildlife Sciences to help discuss the proposal. Professor Waits suggested that the tribal groups had indicated a desire to have a certificate which would aid Native American students in obtaining jobs. Later they might be interested in pursuing an undergraduate degree. A Senator wondered about creating a minor instead of a certificate. Since one needs a major in order to obtain a minor, the certificate would be more flexible while making students more marketable. Also, this certificate would be "stackable" with other certificates. One of the goals of this certificate would be to attract tribal students who are not currently enrolled, but it is also hoped that current students might find the certificate attractive. Several Senators expressed concerns about whether some of the students taking 400 level classes would have the foundation courses necessary to succeed. Professor Waits responded that they had checked with those teaching the courses and they indicated that they would be able to work with those pursuing this certificate. The proposal passed 15-1-2.

Training Modules and HR Update. Chair Teal introduced Vice President of Finance Brian Foisy and Elisa Keim Director of Professional Development and Training. Vice President Foisy provided an update on developments in Human Resources. Greg Walters has left the University for a position at the University of Pacific. A search for a new Executive Director of HR has started. Mr. Foisy stated the President had authorized him to explore a transition to a market-based compensation system. Mr. Foisy is interested in severing the link between classifications and compensation. Thus, the search committee would be looking for a person who had experience in managing a transition from a classification based system to a market-based system. They were also interested in someone who had some experience in managing a market-based compensation system. V.P. Foisy also noted that we need a Human Resources Office that is willing to play an advocacy role in helping employees deal with employment issues on campus.

V.P. Foisy stated that he had first thought the Classification Task Force created by the Senate last year should be put on hold while we are waiting for a new Executive Director of HR. However, in discussions with the Senate and Staff Leadership he had been persuaded that the Task Force could be useful in looking at some of the issues related to transitioning to a market-based compensation system. In that light he thought that we should rename the Classification Task Force to the Compensation Task Force. A motion (Foster/Brewick) to rename the task force the Compensation Task Force passed without objection. Mr. Foisy said he would work with Staff Council Vice-Chair Lisa Miller to get the task force moving. He is interested in making this task force a standing committee at some point.

V.P. Foisy also wanted to address some of the issues related to the rollout of the work-related training modules. He noted that the purpose of creating these training modules was to improve the performance of supervisors on campus. In 2013 a survey showed that the number one concern of staff was that supervisors were not performing as well as they should. At the same time, the SBOE requires that we have a compliance program. Developing a work-related training system is part of that compliance program. Finally, a training program helps to allow for expanded delegation and streamlining of our processes in key areas like human resources.

V.P. Foisy acknowledged that the rollout of the training programs was certainly not without problems. In particular, he noted that the emails that were originally sent out were a mistake caused by an automatic notification program. They have taken the modules down for revising and he believes the process will be improved. Currently, about 50% of the employees and 50% of the supervisors have completed the modules. They are working on allowing people to opt out of training that they have no need for. They are interested in constructive criticism and will continue to modify the training modules.

Several Senators wondered if there might be ways to bypass some of the verbal slides and just let people read through the material. The answer was that at this time it isn't possible. Another Senator stated that he liked People Admin but wondered if in some cases a streamlined version might be followed. It was suggested that he would probably be happy with some of the changes they were being planned for People Admin.

A Senator wondered if not having full searches for some of the temporary positions might, over-time, inadvertently end up undermining diversity on campus. V.P. Foisy responded that this was certainly not the goal. There would need to be adherence to our affirmative action goals, while we sought greater efficiency.

A Senator suggested that we needed to ensure that people understood that we were doing this to improve the culture. Learning rules isn't the best way to improve the culture. We need to build into our training modules that we are doing this to improve the culture not just learn rules of compliance.

Several Senators noted that we just dictated that many over-worked under-paid faculty members needed to take supervisory training as if they were department chairs. Is there a way we can customize the modules so that regular faculty members, who don't do much supervising, would not need to take the same training as department chairs. V.P. Foisy acknowledged that they cast the net pretty broadly in defining supervisory responsibilities. In future versions, we might be able to develop separate modules for those who don't do very much direct supervising. In time, we should be able to develop a more targeted approach.

Ms. Keim asked that faculty volunteer to test new modules as they are developed so they can get feedback.

Adjournment: With no new business the Chair accepted a motion (Stoll/Mahoney) to adjourn at 4:41.

Respectfully submitted,

Don Crowley
Secretary to the Faculty Senate and Faculty Secretary

RATIONALE FOR PROPOSED STUDENT FEEDBACK FORM

TEACHING AND ADVISING COMMITTEE

Motivation: The evaluation of instructors by students at the University of Idaho serves two synergistic purposes, to evaluate instructors (both annually and for tenure and promotion) and to inform instructors' self-assessment. In this document we articulate how each of the questions in this new questionnaire contribute to one or both of these purposes. In our view, this revision of the feedback form significantly improves the second function while preserving the first.

Effective teaching is dynamic. The student population is changing nationally and more specifically at the UI. As a result, we need to evaluate our teaching because: (a) it's the right thing to do for continuous improvement, (b) the UI is attracting more first generation students and more students from underrepresented populations. Consequently, it is necessary for us to reflect on our teaching to evaluate the extent to which it is meets students' needs and interests related to learning.

The data collected from such questionnaire is most trustworthy when the response rates are high. From our committee's experiments with our own courses, we have seen that response rates rise dramatically when instructors actively encourage students to provide end-of-semester feedback. Unfortunately, for historical reasons, there is a low confidence within the faculty of the efficacy of the existing student evaluation system. In short, the well is poisoned. This new form represents an opportunity to reestablish trust between students, faculty, and administration.

Questions 1, 2, and 3: The first two questions on the form are intended to serve a dual purpose. First, they give context for the participation of the respondent in the course and prepare the student to consider their role in the educational process. Second, they give the instructor information about the student's perception of the content and difficulty of the course.

Questions 4 and 5. These are the research validated questions that may be used for summative assessment of the instructional atmosphere of a course.

Question 6. This question probes the communications between instructor and student outside of the classroom.

Questions 8 and 9. The final questions greatly improve the formative function of this tool by asking students to reflect on positive and negative aspects of the course. Similar questions have been used by members of the committee to great effect in self-administered midterm evaluations.

Reporting and Use of Data. In order to inspire confidence in the summative results of student evaluations, it is of utmost importance that the summary data be reported with contextual information. This contextual information should include some normalizing of the results as well as a narrative which explains what conclusions can legitimately be drawn from the summative data. We also strongly recommend providing robust training to all administrators tasked with evaluating instructors so that they are able to combine the information gleaned from this instrument with other evidence (eg. peer observation, document analysis) in order to make a well-formed evaluation of instructor performance.

Date: December 11, 2015.

Proposals regarding Student Evaluations of Teaching

Teaching and Advising Committee

1. We propose that we transition the student evaluation form to the proposed "final" form. The transitional form, including a selection of questions from the current form, will be used to validate the new questions against the historical data.
2. We propose that norming data (beyond raw means) be reported. See the attached example of a norming scheme developed by the Office of Institutional Research and Assessment.
3. We advise Senate to amend the FSH so that other materials and/or evidence be required for annual evaluation of faculty performance in teaching and be admitted for consideration for promotion and tenure. The choice of these materials should not be prescribed in the handbook but chosen by the faculty member in consultation with the unit administrator.

Some Frequently Asked Questions

1. *Can we return to a paper form?* It is our understanding that a paper form is too expensive, primarily because of the data entry issues, and is not a possibility at this time.
2. *What about the customizable questions?* We have available a completely customizable survey tool for midterm assessments. https://www.uidaho.edu/provost/ira/fast-teaching-survey Our research was clear that midterm feedback from students helps improve the course experience for both students and instructors. Committee members also used paper midterm assessments to great effect in their courses through the process of studying and revising our student evaluation forms.
3. *Aren't student evaluations biased?* Yes. In particular, the students themselves carry the inherent biases of their culture, and this is reflected in the survey data. However, the measurements are coarse enough that the bias is within tolerable limits.
4. *What do student evaluations measure?* First, let us note that student evaluations do not measure student learning nor do they measure the effectiveness of the instructor. The former is ostensibly measured by the students' grades, and the latter requires first a definition of effectiveness and usually a combination of data including observations (see the work of Heather Hill on mathematics education, for example). Rather, student evaluations give a measure of instructional atmosphere that takes into account the social and emotional aspects of education in addition to the cognitive.

February 2016 – proposed transitional student feedback form

Student feedback on an academic course and learning environment

1. How often did you attend class or online learning environment? (Circle one)
   Less than 60%
   60%+
   70%+
   80%+
   90%+

2. How many hours per week (outside of class) did you do work for this course? (Circle one)
   Less than 2 hrs.
   2+ hrs.
   4+ hrs.
   6+ hrs.
   8+ hrs.

Please use the following scale to answer questions 3, 4 and 5.
SD – strongly disagree; D – disagree; N – neutral; A – agree; SA – strongly agree

3. The instructor expressed clear expectations for learning outcomes in this course.

4. Overall, the content and organization of this course contributed to your understanding of this subject.

5. Overall, the instructor's delivery and efforts contributed to your understanding of the course material.

6. The instructor was helpful to me outside of class or online learning environment. (Circle one)
   No
   Yes
   N/A (I did not seek help from the instructor outside of class)

Comments:

7. What were some positive aspects of the course that supported learning?

Comments:

8. What aspects and/or content of the course could be improved to better support learning?

Comments:

The items below ask for your evaluation of your experience in [Course Number] this semester. In each case the scale is 0 to 4, with 4 being the highest rating and 0 the lowest rating.

9. Clarity of instructor's explanations.

10. Likelihood you would recommend this instructor to others.

11. Instructor's ability to stimulate interest in the course topics.

12. Presentation of course material by the instructor.

13. Course's value in gaining an understanding of the subject matter.

14. Appropriateness of level at which course material is covered.

15. Relevance of written assignments to course materials.

16. Overall, how would you rate the quality of this course?

17. Overall, how would you rate the instructor's performance in teaching this course?.

February 2016 – proposed student feedback form

Student feedback on an academic course and learning environment

1. How often did you attend class or online learning environment? (Circle one)
   Less than 60%
   60%+
   70%+
   80%+
   90%+

2. How many hours per week (outside of class) did you do work for this course? (Circle one)
   Less than 2 hrs.
   2+ hrs.
   4+ hrs.
   6+ hrs.
   8+ hrs.

Please use the following scale to answer questions 3, 4 and 5.
SD – strongly disagree; D – disagree; N – neutral; A – agree; SA – strongly agree

3. The instructor expressed clear expectations for learning outcomes in this course.

4. Overall, the content and organization of this course contributed to your understanding of this subject.

5. Overall, the instructor's delivery and efforts contributed to your understanding of the course material.

6. The instructor was helpful to me outside of class or online learning environment. (Circle one)
   No
   Yes
   N/A (I did not seek help from the instructor outside of class)

Comments:

7. What were some positive aspects of the course that supported learning?

Comments:

8. What aspects and/or content of the course could be improved to better support learning?

Comments:

In addition to the changes in *FSH* Section 2700, the Faculty Council approved changes in the instrument to be used in the evaluation process. That revision was approved in May 2001 and then reviewed and revised by the Faculty Council in the Fall of 2001.

<u>Proposed Instructor/Course Evaluation Form</u>

What grade do you expect to receive in this class?	A	B	C	D	F
What grade were you working to attain?	A	B	C	D	F
How often did you attend class?	90%+	80%+	70%+	60%+	<60%
How often were you fully prepared for class?	90%+	80%+	70%+	60%+	<60%
How would you rate the quality of your effort in this class?	A	B	C	D	F

The items below ask for your evaluation of your experience in [Course Number] this semester. In each case the scale is 0 to 4, with 4 being the highest rating and 0 the lowest rating.

1. Instructor

Rate the instructor of this course relative to each of the qualities listed below. *(highest rating is 4)*

<u>(Menu questions from the “Instructor” section placed here)</u> **<u>4 3 2 1 0</u>**

Overall, how would you rate the instructor’s performance in teaching this course? 4 3 2 1 0

Comment on the instructor’s performance. What was most helpful? What could be improved?
[text input]

2. Course

<u>Rate the course itself relative to each of the qualities listed below.</u> (highest rating is 4)

<u>(Menu questions from the “Course” section placed here)</u> **<u>4 3 2 1 0</u>**

Overall, how would you rate the quality of this course? **4 3 2 1 0**

Comment on the quality of this course. What was most helpful? What could be improved?

Menu questions can be selected from a list or can be written by the instructor for each course.

FS-16-039(UCC-16-033d)

University of Idaho
A LEGACY OF LEADING

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	CNR – University wide program		
Department/Unit:	Environmental Science Program		
Dept/Unit Approval Date:	11/12/15	Vote Record:	4- yes, 0 – no, 2 - absent
College Approval Date:	N/A – university wide program	Vote Record:	
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Robert L. Mahler		rmahler@uidaho.edu

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:		Discontinue:	x		
Graduate Level:	x	Undergraduate Level:		Law Level:		Credit Requirement:	
Option:							
Emphasis:							
Minor:							
Academic Certificate less than 30 credits:	Environmental Water Science Graduate Academic Certificate						
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*							

Program Component Curriculum: *Required courses*	**Water Quality Elective (3 cr)** BAE 552 Environmental Water Quality (3 cr) CE 533 Water Quality Management (3 cr) EnvS 546 Drinking Water and Human Health (3 cr) **Hydrology Elective (3 cr)** BAE 450 Environmental Hydrology (3 cr) BAE 458 Open Channel Hydraulics (3 cr) BAE 558 Fluid Mechanics of Porous Materials (3 cr) CE 421 Engineering Hydrology (3 cr) For 462 Watershed Science and Management (3 cr) Soil 415 Soil and Environmental Physics (3 cr) **Water Management & Policy (3 cr)** AgEc 404 Special Topics (cr arr) CSS 573 Planning & Decision Making for Watershed Management (3 cr) Geog 524 Hydrologic Applications of GIS and Remote Sensing (3 cr) PolS 562 Natural Resource Policy (3 cr) Courses to total 12 credits for this certificate

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	x	
Brief Description of financial impact:				

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

Due to low enrollments in the certificate program for the last few years, we assumed the Focus for the Future process would discontinue this certificate. Since that did not happen automatically, we propose to discontinue the certificate since there has been a maximum of 2 or 3 students at any one time. Our efforts will continue to focus on our degree programs.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow			
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:	12/15/15		
Date Received by UCC Secretary:	12/15/15		
UCC Item Number:	UCC-16-033d		
UCC Approval Date:		Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

FS-16-040(UCC-16-033e)

University of Idaho
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PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	CNR – University wide program		
Department/Unit:	Environmental Science Program		
Dept/Unit Approval Date:	11/12/15	Vote Record:	4- yes, 0 – no, 2 - absent
College Approval Date:	N/A – university wide program	Vote Record:	
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Robert L. Mahler		rmahler@uidaho.edu

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:		Discontinue:	x		
Graduate Level:	x	Undergraduate Level:		Law Level:		Credit Requirement:	
Option:							
Emphasis:							
Minor:							
Academic Certificate less than 30 credits:	Environmental Contamination Assessment Graduate Academic Certificate						
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*							

Program Component Curriculum: *Required courses*	ChE 580	Engineering Risk Assessment for Hazardous Waste Evaluations (3 cr)
	EnvS 509	Principles of Environmental Toxicology (3 cr)
	EnvS 541	Sampling and Analysis of Environmental Contaminants (3 cr)
	Technical Elective approved by the Director of the Environmental Science Program (3 cr)	
	Courses to total 12 credits for this certificate	

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	x	
Brief Description of financial impact:				

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

Due to low enrollments in the certificate program for the last few years, we assumed the Focus for the Future process would discontinue this certificate. Since that did not happen automatically, we propose to discontinue the certificate since there has been a maximum of 2 or 3 students at any one time. Our efforts will continue to focus on our degree programs.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow			
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:	12/15/15		
Date Received by UCC Secretary:	12/15/15		
UCC Item Number:	UCC-16-033e		
UCC Approval Date:		Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

FS-16-041(UCC-16-033f)

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	CNR – University wide program		
Department/Unit:	Environmental Science		
Dept/Unit Approval Date:	December 1, 2015	Vote Record:	4 – 0 in favor
College Approval Date:	NA – university-wide program	Vote Record:	
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Robert L. Mahler bmahler@uidaho.edu		

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:	X	Discontinue:			
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	
Option:	Add new option: Biophysical Science Option						
Emphasis:							
Minor:							
Academic Certificate less than 30 credits:							
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*	This is to provide a new option that will be available greater than 50% through distance delivery for place bound students. All courses in the depth areas are available online. This option is intended for students at a distance wishing to pursue technically oriented careers in environmental professions such as natural resource management, bioremediation, and environmental impact analysis. Students need to work closely with an academic advisor to plan the courses needed to fulfill degree requirements which are not available through distance delivery.						

Program Component Curriculum: *Required courses*	E. Biophysical Science Option This option is intended for students at a distance wishing to pursue technically oriented careers in environmental professions such as natural resource management, bioremediation, and environmental impact analysis. Students need to work closely with an academic advisor to plan the courses needed to fulfill degree requirements which are not available through distance delivery. Engl 317 Technical Writing (3 cr) EnvS 497 Senior Research (3-4 cr) Math 170 Analytic Geometry and Calculus I (4 cr) One of the following (3 cr): Phys 111 General Physics (3 cr) Biol 250 General Microbiology (3 cr) One of the following (4 cr): Geog 100, Geog 100L Physical Geography and Lab (4 cr) Geol 101, Geog 101L Physical Geology and Lab (4 cr) Advisor-directed depth courses (48 credits), including at least one course from each of the six following depth areas (all are available online): Water and Soils BE 452 Environmental Water Quality (3 cr) EnvS 446 Drinking Water and Human Health (3 cr) EnvS 450 Environmental Hydrology (3 cr) Soil 205 The Soil Ecosystem (3 cr) Soil 438 Pesticides in the Environment (3 cr) Soil 446 Soil Fertility (3 cr) Sustainability EnvS 428 Pollution Prevention (3 cr) FCS 411 Global Nutrition (3 cr) FS 409 Principles of Environmental Toxicology (3 cr) FS 436 Principles of Sustainability (3 cr) Geog 313 Global Climate Change (3 cr) IndT 415 Impact of Technology on Society (3 cr) Ecology For 426 Global Fire Ecology and Management (3 cr) REM 221 Ecology (3 cr) REM 410 Principles of Vegetation Measurement and Assessment (3 cr) REM 440 Wildland Restoration Ecology (3 cr) REM 459 Rangeland Ecology (3 cr) WLF 440 Conservation Biology (3 cr) Energy EnvS 483 Water and Energy Systems (3 cr) EnvS 484 History of Energy (3 cr) EnvS 485 Energy Efficiency and Conservation (3 cr) Geographical Information Systems Geog 385 GIS Primer (3 cr) Geog 424 Hydrologic Applications of GIS and Remote Sensing (3 cr) REM 407 GIS Application in Fire Ecology and Management (2 cr) Social Science

	IS 322 International Environmental Organizations (3 cr) EnvS 428 Pollution Prevention (3 cr) EnvS 484 History of Energy (3 cr) FCS 411 Global Nutrition (3 cr) IndT 415 Impact of Technology on Society (3 cr) Courses to total 120 credits for this degree.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	X	
Brief Description of financial impact:	The university will offer the depth area courses required for this new option at a distance. Currently, all of the depth courses are available in a distance format or are scheduled to be completed January 1, 2017. The University invested $87,771 for development of the 11 remaining distance courses.			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

The University of Idaho has a goal to increase enrollment by 50% over the next 10 years, some of which will come from distance education. This Biophysical Science Option in the BS Environmental Science degree program is an integral part of this potential distance education enrollment increase. The on-campus Environmental Science Program is successful and has high enrollment. Market analysis indicates that distance enrollment numbers would also be large for this program. This will be one of only four environmental science programs available nationally through distance delivery. The University of Idaho's Division of Distance and Extended Education is assisting with the design, marketing and assessment of this program.

Admissions and assessment procedures currently follow University guidelines and will remain the same for this new option.

Distance Education Availability

This section must be completed

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 may be

completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- *(1) The internet;*
- *(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- *(3) Audio conferencing; or*
- *(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*	X	No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	x

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow			
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by UCC Secretary:	1/15/16		
UCC Item Number:	UCC-16-033f		
UCC Approval Date:		Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

MLK Art/Essay Contest

- Established in 2015; ran for a second year in 2016
- One of the Ubuntu Committee's major annual projects
- Funding from organizations across campus:
  - ASUI: $500
  - College of Law: $500
  - COGS: $500
  - CLASS: $500
  - DHR: $500
  - GPSA: $200
  - IPO: $200
- Cash prizes in four categories ($500 for top prize, $100 for honorable mention):
  - Best Graduate Art
  - Best Undergraduate Art
  - Best Graduate Essay
  - Best Undergraduate Essay
- 2016 contest prompt: Taking inspiration from Garza's work, write a short essay (three pages double-spaced) or create a piece of original artwork that imagines how we might work to create a more caring community on the University of Idaho campus.
- Questions?: ejames@uidaho.edu

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #18

3:30 p.m. - Tuesday, February 16, 2016
Brink Hall Faculty-Staff Lounge & Skype

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #17, February 2, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Committee Reports.

University Curriculum Committee: (all for vote)

- FS-16-036 (UCC-16-033a): Natural Resources – Restoration Ecology Certificate (Launchbaugh)
- FS-16-033 (UCC-16-031a): Science - Geography – Climate Change Certificate (Abatzoglou)
- FS-16-034 (UCC-16-031b): Science - Geography – Climate Change (Abatzoglou)
- FS-16-035 (UCC-16-031c): Science - Biological Science – Reproductive Biology (Nagler)
- FS-16-037 (UCC-16-033b): Natural Resources – Ecology – minor (Brooks)
- FS-16-038 (UCC-16-033c): Natural Resources – Tribal Natural Resources Stewardship Certificate (Vierling)
- FS-16-039 (UCC-16-033d): Natural Resources – Environmental Water Science Graduate Academic Certificate (Mahler)
- FS-16-040 (UCC-16-033e): Natural Resources – Environmental Contamination Assessment Graduate Academic Certificate (Mahler)
- FS-16-041 (UCC-16-033f): Natural Resources – Biophysical Science Option - add (Mahler)

VI. Other Announcements and Communications.

- **Training Modules and HR Updates** (Foisy/Keim)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #17
FS-16-033 through 041

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #17, Tuesday, February 2, 2016

Present: Anderson, Barbour, Boschetti, Brandt, Brewick, Brown, Caplan, Couture (Boise), Crowley (w/o vote), Flores, Folwell, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Jeffery, Jones-Mensah, Latrell, Mahoney, Murphy, Stoll, Teal, Wiencek (w/o vote), Wolf. **Absent:** Adams, Chung, Dallas, LaPrath, Nicotra, Perret. **Guests**: 9

Chair Teal called meeting #17 to order at 3:31. The connections to out of Moscow sites were all functioning well. A motion (Wolf/Brewick) to approve the minutes from the January 26th meeting passed without objection.

Chair's Report: The Chair reminded Senators that the University Faculty Meeting is next week at 3:00 and there will be no senate meeting. He asked Senators to encourage their constitutents to attend the UFM. Chair Teal asked for volunteers to hear an appeal from SDRB. Female volunteers would be particularly appreciated.

Chair Teal reported that he went to Provost Council to present the new evaluation form and discuss the process for bringing the position description and evaluation forms into harmony. He felt this was well received and there was sentiment to get rid of (or at least fundamentally change) the position description to be more efficient. The Provost commented that the Deans were positive about the direction we were moving on evaluations, although they wanted to make sure that the underlying policy changes are addressed.

Provost's Report: Provost Wiencek announced that the Strategic Plan would be rolled out tomorrow. It may be sent to everyone as a PDF, if not it can be found as a link on the Provost's page. There will be multiple methods available to provide feedback. Yellowdig is a very effective tool for narrative feedback but has been a challenge for some people. Also, deans and VP's will be holding forums providing the opportunity for comments. We have a month to make revisions before the final version is approved and sent to the Regents.

A Senator wondered whether comments made about the plan would be available to everyone. The Provost noted that this depended upon the method used for feedback with some being more visable than others.

Provost Wiencek also commented on the spread pay task force. There has been a pause in their meetings, but they will be meeting tomorrow and he will be participating. A Senator asked about whether the memo on hiring practices that had been mentioned by the Vice President of Finance had ever gone out. The Provost stated that it had been approved by the cabinet and he will check on its status. Vice-President Ewart volunteered that it hasn't been sent and the wording is being worked on with General Counsel. Another Senator asked about the enrollment picture. The Provost responded that we don't have a complete picture yet. The number of students admitted are right on target. There has been some concern about students who were admitted under the new direct admissions program, they did not realize that they still needed to complete the process to activate their admission. The Provost further explained that he had been concerned about some aspects of the student experience that has not been totally taken into account. This was on his mind when he decided to pull the reporting process closer to him. The handoffs between different parts of the process has not always been as smooth as it could be.

Communications (IT/videoconferencing): Chair Teal introduced Dan Ewart, Vice President for Infrastructure and Chief Information Officer. VP Ewart had been invited to talk about IT and videoconferencing on campus. He distributed a handout that helped explain some key terminology necessary to understanding the issues in this area. He explained that our state-wide mission and challenging geography suggests that videoconferencing needs an emphasis that it hasn't had. Among other issues, VP Ewart noted that we have struggled to fund the underlying infrastructure. In 2014 he had to shut down some of the centralized services that IT had previously provided. A related problem has been the wide variation of technology on campus. The number of end points and the different types of technology used by departments has created maintainance issues.

VP Ewart noted that Cloud based services are the way to go because they are the most cost effective. However, he also acknowledged what the Senate has witnessed first-hand, that for many on campus Scopia is a four letter word. Scopia has not proved to be the product they hoped it would be. It has not been reliable and doesn't provide the experience that faculty, staff, and students desire. They are currently looking at alternatives. Beyond Scopia, VP Ewart summarized some of our current problems to include:

- Cart use is too resource-intensive to continue.
- Some units are unable to maintain equipment.
- Demand is growing and more rooms need to be built.
- Scheduling is challenging.

To help deal with some of these problems he has made a short-term budget request for $300,000 and $375,000 on an ongoing basis. This request includes:

- Three centrally-scheduled classrooms.
- Improved cloud-based bridging/session caption.
- Personnel for scheduling and tech support.
- Hardware maintainance.

Several Senators thanked VP Ewart for his candid assessment and in particular his acknowledgment that Scopia had not been working. Other comments emphasized the problems of excessive decentralization, the lack of availability of information, and the problems of scheduling. One Senator stressed the fact that providing better videoconferencing facilities isn't the same as enabling a good distance education experience. Another Senator acknowledged that we need some centralization, but we shouldn't go too far down that path since different departments have different needs. She also noted that we should consult with those faculty who have the most experience in providing distant education. They have a wealth of knowledge about what works.

FS-16-018 – FSH 3710 - Leave Policy: Chair Teal invited Marty Ytreberg, last year's Senate Chair and this year's Chair of the Faculty Affairs Committee to join us for the purpose of discussing the proposed changes to the leave policy that were introduced last week. Chair Teal also invited Provost Wiencek to join the discussion.

Provost Wiencek stated that he regretted not being at the Senate for last week's discussion since his attendance was required down in Boise. Provost Wiencek noted that he had been told that last year the cabinet discussed the fact that our parental leave policy was essentially only what was required by FMLA. His understanding was that faculty senate had been approached by the cabinet to make some changes to enhance the parental policy. Professor Ytreberg commented that he believed that the route was HR to Faculty Affairs to the Senate. The Faculty Secretary noted that as far as he was aware, no one from cabinet ever approached the faculty senate or FAC with regard to proposed changes to parenting leave.

The Provost stressed that we can all agree that having a parental leave policy was important. He then discussed some of what he believed were the remaining problems after the President vetoed parts of what was passed last year. With regard to whether a person had to use all annual leave before going on unpaid leave, the Provost noted that in practice we require people to use their annual leave. The University has a fiduciary responsibility and accumulated annual leave can be a cost if all annual leave is not used before going on unpaid leave. This is because the University is responsible for paying out annual leave when a person leaves the University. The Provost stated that the cabinet did not see what the case was for supporting this flexibility in the leave policy, while the potential cost was clear. Vice-Chair Brandt noted that our stated FSH policy (current M-2 old L-2 in 3710) expressly provided employees with the possibility to go on unpaid leave without exhausting all annual leave. The practice followed by HR was in contradiction to stated policy. The question was never presented to the Senate as to whether there should be limits on how much annual leave an employee could build up. Professor Ytreberg stated that FAC wanted to maximize flexibility for the employees, even though they thought it was unlikely that many employees would choose to take unpaid leave if they had annual leave left.

The Provost suggested that perhaps we should take a pause and reconsider this question without it becoming adversarial. From the administration's viewpoint, it becomes more difficult to make funding decisions when unfunded risks are left out there. He added that it was hard to see why someone would want to take unpaid leave when they had paid leave available. Vice Chair Brandt suggested that she could think of reasons why a parent might want to preserve some annual leave. A parent, upon returning to work, might want to have some annual leave available in case a child becomes sick. She added that an employee who had exhausted all other leave and took unpaid leave to be with a sick child would be unprotected.

A Senator noted that when the President's Cabinet states that because we can't think of a reason to have this option, therefore you can't have this option, definitely creates an "us vs. them" mentality. The Provost responded that this is unfortunate. There is a balance here that must be found. The university leaders are concerned about generating the resources to deal with fundamental issues, such as finding sufficient funding to bring salaries up to market rate, and thus the need to manage risks. He noted that he doesn't know whether additional leave flexibility is off the table and suggested that a middle ground be suggested by faculty senate and brought back to the cabinet. Chair Teal suggested that if we could find some reasons for maintaining this flexibility we could take it to cabinet. A Senator stated he could think of some tax reasons that one might want to defer income to a later year. For instance, being able to defer income might affect financial aid packages.

Provost Wiencek also raised some questions about the proposal to allow new employee's to be eligible for FMLA when they arrive on campus. He stated that allowing the primary caregiver to be eligible for parenting leave when they arrive on campus was something the cabinet would support. The question of whether this should apply to all FMLA benefits was a separate issue. Professor Ytreberg stated that allowing new employees to be eligible for all Family Medical Leave when they arrive would send an important message. The Provost thought the discussion should be limited to parenting leave and applying this to all of FMLA raised an entirely new set of issues. In particular, he wondered about how this might affect the probation period. He suggested that while he personally might support this expansion, he didn't believe the issue had been thoroughly vetted. He also suggested that this appeared to be a type of bait and switch since we started with a limited discussion on parenting leave and now we are discussing a much broader set of issues. Professor Ytreberg responded that FAC had certainly not tried to slip something through.

Vice Chair Brandt stated that while she thought the Provost had raised some good points that need to be considered, she had concerns about what this entire episode says about the governance structure. The way in which these policies get formed is through FAC and the Faculty Senate. FAC and the Faculty Senate have been working on these policies for a year and half. If the cabinet has concerns about a policy, they know who the Chair of Faculty Affairs is and they have some responsibility to communicate those concerns. There is a responsibility from the cabinet to work within the existing governance structure. She noted that the Provost's comments today are the first time that she had heard exactly what the cabinet's concerns were. Faculty Secretary Crowley added that he made repeated attempts to promote a conversation over the issues remaining after the President's veto last May that left some ambiguity. The first time we were able to have any sort of conversation about this occurred in December, after raising the lack of a response with the Provost around Thanksgiving.

Provost Wiencek stated that while we have some examples of how to do things right, this was a good example of how not to do things. He has some ideas about what might work. To have time to address these issues, the leave policies will have to come off the agenda for the moment. He would like to wrap up the parental leave issues this year and work on the other aspects of FMLA after that. Chair Teal stated that his recommendation would be to delay a vote for now and try to work together for a resolution of these issues before the end of the year.

FS-16-028: FSH 2700 - Student Evaluation: Chair Teal invited Jennifer Johnson-Leung to provide an update on the student evaluation of teaching form. Professor Johnson-Leung discussed the many activities of the committee so far this year. They are working on the issue of plus/minus grades and will be putting out a survey on that. She also presented the newest version of the student evaluation of teaching forms. They are still working on the exact wording of the questions. In particular they are working on questions 4 & 5 which have been the mandatory report questions. A Senator suggested that question six also needs to be reworded to conform to the scale. Another Senator expressed concerns that we weren't retaining the list of extra questions that a professor could use to customize the form. He was expressly concerned about the evidence suggesting bias against women and minorities in teaching evaluations. Being able to add questions could help mitigate against this form of bias, but our move to a shorter form won't be doing anything to protect against this bias.

Another Senator wondered how question 6 (the instructor was helpful to me outside of class) applied to online education. Professor Johnson-Leung stated that the committee had discussed this question a lot. She noted that the committee realizes that these forms can't measure who is a good teacher, but they do tell us something about the student experience in the classroom. A concern was raised about the extent to which we link the information from student evaluations to faculty evaluations. Professor Johnson-Leung commented that we want the forms to help faculty become better instructors, but if we want to evaluate the quality of our instructors then we will have to do a lot more than ask students to fill out a form. Chair Teal noted that the form will be coming back to the Senate for a vote later in the semester.

FS-16-029 (UCC-16-002) – Prior Learning Assessment. Heather Chermak (the Registrar) presented a statement explaining policy on assessing prior learning. The policy explains that credit can be given for prior learning experiences with proper documentation. There were no questions and the policy passed 15-1-2.

FS-16-030 (UCC-16-026a). Fire Ecology, Management, and Technology. Professor Randy Brooks presented these proposals. This is a graduate certificate on Fire Ecology. There were no questions and the certificate passed with no opposition.

FS-16-031 (UCC-16-026b). Remote Sensing. This is an undergraduate certificate. This passed with no opposition.

FS-16-032 (UCC-16-026c). Forest Resources name change to Foresty. This is a proposal to change the name of the BS in Forest Resources to BS in Forestry. This was unanimously supported by the department faculty. This proposal passed without objection.

Adjournment: Already well past the time of our normal adjournment, the Chair entertained a motion (Folwell/Mahoney) to adjourn. This passed unanimously at 5:16.

Respectfully submitted,

Don Crowley
Secretary to the Faculty Senate and Faculty Secretary

FS-16-033(UCC-16-031a)

University of Idaho

A LEGACY OF LEADING

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

This section must be completed

College:	College		
Department/Unit:	Geography		
Dept/Unit Approval Date:	9/28/2015	Vote Record:	7-0
College Approval Date:	10/23/2015	Vote Record:	7-0
CIP code (Consult Institutional Research):	45.0701		
Primary Point of Contact (Name and Email):	John Abatzoglou		jabatzoglou@uidaho.edu

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:	X	Modify:		Discontinue:			
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	12
Option:							
Emphasis:							
Minor:							
Academic Certificate less than 30 credits:	Climate Change Certificate						
Teaching Endorsement (Major/Minor):							

Overview of Program Component: *Provide a brief narrative description*	This proposal seeks to create a Climate Change Certificate (12 credits) at the same time as we are requesting the closing of our Climate Change Minor (18 credits). There is a growing national need for qualified personnel who have a working knowledge of climate science, potential impacts, and strategies for adapting and mitigating these potential impacts. The U.S. Global Change Research Program (USGCRP) has outlined specific educational goals for training the next generation of scientists and decision makers in climate literacy. The development of these guidelines has been done by several agencies, including the National Oceanic and Atmospheric Administration (NOAA), the American Association for the Advancement of Science (AAAS), and the National Science Foundation (NSF). There are currently several significant educational initiatives in these areas from agencies, including NASA and NSF, attesting to the need for increased educational opportunities. In addition, the need for an educated public and workforce that can make informed decisions in the area of climate studies is expected to greatly increase over the next decade. The compilation of courses focused on climate change is of interest to a wide variety of students from many disciplines, including environmental sciences, natural resources, agriculture, water resources, business, international studies, sustainability and architecture. The program is designed to give students a firm background in the understanding of climate science and climate change, adaptation and mitigation. This program is in alignment with the statewide mission of the University of Idaho since its primary responsibilities are agriculture, architecture, law and natural resources. Students from all of these fields will likely be interested in this certificate. The certificate is in direct alignment with the land-grant mission of the University of Idaho in that it will prepare students to understand the causes and ramifications of potential climate change on both agriculture and natural resources.
Program Component Curriculum: *Required courses*	Geog 313 or 513 Global Climate Change (3 cr) Three of the following courses (9 cr): Geog 401 Climatology (3 cr) Geog 411 Natural Hazards and Society (3 cr) Geog 430 Climate Change Ecology (3 cr) Geog 435 Climate Change Mitigation (3 cr) Geog 455 Societal Resilience and Adaptation to Climate Change (3 cr) REM 450 Global Environmental Change (3 cr) Seminar courses, as approved by the dept (up to 3 cr)

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	X	

Brief Description of financial impact:	None. The Climate Change Minor is being closed simultaneous with the Climate Change Certificate being created. We expect that the certificate will be more useful to students and thus in greater demand, but the courses required to support the programs will not change, so there is no anticipated financial impact to the change.

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

There has been a growing interest among students in several colleges across campus to offer a collection of courses on climate change as it represents an emerging area of specialized expertise recognized by employers in certain fields. The Geography department has offered a Climate Change minor, but this has been undersubscribed. We are submitting, simultaneously with this request to create the certificate, a request to eliminate the minor.

The switch to the certificate would reduce the number of required credits to 12 and would be composed of one required course along with upper division climate-related electives. We believe this will make the program much more attractive than was the minor.

There would be no additional workload for faculty associated with this switch.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	X

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X

Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:	12/15/15		
Date Received by UCC Secretary:	12/16/2015		
UCC Item Number:	UCC-16-031a		
UCC Approval Date:	02/01/2016	Vote Record:	Unan
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

FS-16-034(UCC-16-031b)

University of Idaho
A LEGACY OF LEADING

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	Science		
Department/Unit:	Geography		
Dept/Unit Approval Date:	9/28/2015	Vote Record:	7-0
College Approval Date:	10/23/2015	Vote Record:	7-0
CIP code (Consult Institutional Research):	45.0701		
Primary Point of Contact (Name and Email):	John Abatzoglou		jabatzoglou@uidaho.edu

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:		Discontinue:	X		
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	18
Option:							
Emphasis:							
Minor:	Climate Change						
Academic Certificate less than 30 credits:							
Teaching Endorsement (Major/Minor):							

Overview of Program Component: *Provide a brief narrative description*	Intended to show concentrated coursework in the broad area of climate change.
Program Component Curriculum: *Required courses*	Geog 313 Global Climate Change (3 cr) Choose three of the following courses (9 cr): Geog 401 Climatology (3 cr) Geog 430 Climate Change Ecology (3 cr) Geog 435 Climate Change Mitigation (3 cr) Geog 455 Societal Resilience and Adaptation to Climate Change (3 cr) Geog 493 Senior Capstone in Geography (3 cr) An additional six credits chosen from the following (6 cr): AgEc 451 Applied Environmental and Natural Resource Economics (3 cr) AgEc 477 Law, Ethics, and Environment (3 cr) CSS 383 Natural Resource and Ecosystem Service Economics (3 cr) Econ 385 Environmental Economics (3 cr) EDCI 329 Elementary Science Education (3 cr) EDCI 433 Secondary Science Methods (3 cr) EnvS 101 Introduction to Environmental Science (3 cr) EnvS 225 International Environmental Issues Seminar (3 cr) EnvS 483 or EnvS 583 Water and Energy Systems (3 cr) EnvS 484 History of Energy (3 cr) EnvS 485 Energy Efficiency and Conservation (3 cr) For 221 Ecology (3 cr) For 235 Society and Natural Resources (3 cr) For 326 Fire Ecology and Management (3 cr) For 330 Forest Soil and Canopy Processes (4 cr) For 426 Global Fire Ecology and Management (3 cr) For 462 Watershed Science and Management (3 cr) Geog 100, Geog 100L Physical Geography and Lab (4 cr) Geog 301 Meterology (3 cr) Geog 345 Global Economic Geography (3 cr) Geog 350 Geography of Development (3-4 cr) Geog 410 Biogeography (3 cr) Geog 411 Natural Hazards and Society (3 cr) JAMM 341 Mass Media Ethics (3 cr) JAMM 428 Environmental Journalism (3 cr) REM 221 Ecology (3 cr)

	REM 429 Landscape Ecology (3 cr) Soil 205 The Soil Ecosystem (3 cr) Courses to total 18 credits for this minor

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	X	
Brief Description of financial impact:	None. The Climate Change Minor is being closed simultaneous with the Climate Change Certificate being created. We expect that the certificate will be more useful to students and thus in greater demand, but the courses required to support the programs will not change, so there is no anticipated financial impact to the change.			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

FS-16-034(UCC-16-031b)

The Geography Department is seeking to close the Climate Change minor and replace it instead with a Climate Change Certificate. It is hoped that this will be more attractive to students, especially from outside of Geography and Environmental Science.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	X

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016
Date Received by the Office of the Provost and Executive Vice President:	12/15/15

Date Received by UCC Secretary:	12/16/2015		
UCC Item Number:	UCC-16-031b		
UCC Approval Date:	02/01/2016	Vote Record:	Unan
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

FS-16-035(UCC-16-031c)

University of Idaho
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PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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Submission Information
This section must be completed

College:	Science		
Department/Unit:	Biological Sciences		
Dept/Unit Approval Date:	4/1/2015	Vote Record:	20-0
College Approval Date:	4/8/2015	Vote Record:	7-0
CIP code (Consult Institutional Research):	26.0101		
Primary Point of Contact (Name and Email):	Jim Nagler, jamesn@uidaho.edu		

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:		Discontinue:	X		
Graduate Level:	X	Undergraduate Level:		Law Level:		Credit Requirement:	
Option:							
Emphasis:							
Minor:							
Academic Certificate less than 30 credits:	Reproductive Biology						
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*	Intended for graduate students at the University of Idaho. Indicates completion of significant graduate coursework in the subject of reproductive biology.						

FS-16-035(UCC-16-031c)

Program Component Curriculum: *Required courses*	AVS 452 Physiology of Reproduction (4 cr) Biol 551 Seminar on Reproductive Biology (1 cr) Biol 553 Ethical Issues in Biological Research (1 cr) Electives (6-7 cr): AVS 222 Animal Reproduction and Breeding (3 cr) AVS 451 Endocrine Physiology (3 cr) Biol 474 Principles of Developmental Biology (3 cr) Biol 558 Reproductive Biology of Fishes (2 cr) Courses to total 12 credits for this certificate

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	X	
Brief Description of financial impact:	The Reproductive Biology Certificate uses coursework from courses offered to support the graduate programs in Biological Sciences. It was intended merely as an additional credential that some graduate students might be interested in earning on their way to graduate degrees. The courses used in the certificate are needed in the continuing graduate programs, so there will be no change to instructional costs. The only financial impact of closing the certificate program will be a very small amount of administrative time formerly spent in assessing the certificate program.			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

This certificate program currently has no enrolled students and has never achieved significant enrollment. That is why it is being discontinued.

Distance Education Availability

This section must be completed

FS-16-035(UCC-16-031c)

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	X

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:	12/15/15		
Date Received by UCC Secretary:	12/16/2015		
UCC Item Number:	UCC-16-031c		
UCC Approval Date:	02/01/2016	Vote Record:	Unan
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

FS-16-036(UCC-16-033a)

University of Idaho

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	*Natural Resources*		
Department/Unit:	*Forest, Rangeland, and Fire Sciences*		
Dept/Unit Approval Date:	November 13, 2015	Vote Record:	
College Approval Date:	December 4, 2015	Vote Record:	
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Karen Launchbaugh (klaunchb@uidaho.edu)		

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:	X	Modify:		Discontinue:			
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	16
Option:							
Emphasis:							
Minor:							
Academic Certificate less than 30 credits:	*Undergraduate Academic Certificate in* ***Restoration Ecology***						
Teaching Endorsement (Major/Minor):							

Overview of Program Component: *Provide a brief narrative description*	The proposed series of course focus on soil resources and ecological principles to accomplish restoration of highly altered natural ecosystems.
Program Component Curriculum: *Required courses*	Soil 205 The Soil Ecosystem (3 cr) REM/FOR 221 Ecology (3 cr) REM 280 Introduction to Wildland Restoration (2 cr) REM 440 Wildland Restoration Ecology (3 cr) REM 459 Rangeland Ecology (2 cr) One course from the following list (3 cr): For 324 Forest Regeneration (3 cr) For 326 Fire Ecology and Management (3 cr) LArc 480 The Resilient Landscape (3 cr) PlSc 338 Weed Control (4 cr) PlSc 410 Invasive Plant Biology (3 cr) REM 429 Landscape Ecology (3 cr) REM 450 Global Environmental Change (3 cr) Soil 438 Pesticides in the Environment (3 cr) Soil 454 Pedology (3 cr) WLF440 Conservation Biology (3 cr) **Courses to total 16 credits for this certificate**

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	x	

Brief Description of financial impact:	• No new courses were created to offer this certificate. Existing courses that constitute this certificate will experience increased enrollment. We believe certificate courses can handle moderate increases though some reallocation of teaching assistants may be required. • The majority of students pursuing this certificate will be UI students currently pursuing B.S. degrees generating no additional tuition revenue. • We estimate that the certificate will draw 4 to 8 students each year to pursue this certificate alone. This could generate $5,424 (16 credits × current rate) for each student graduating with the certificate. • The most likely financial benefit of the Restoration Ecology Certificate is its use in recruiting to increase the number of students enrolled in UI degrees including Rangeland Ecology and Management, Sustainable Crop and Landscape Systems, and Natural Resource Conservation.

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

Over the past several years the Rangeland Ecology and Management program has been working to increase coursework opportunities in restoration ecology. This certificate will provide a way for students to gain recognition for an emphasis in restoration ecology.

This certificate will likely increase the number of students in restoration courses, but we believe faculty will be able to handle increased course enrollment.

One course, REM 280 – Introduction to Wildland Restoration (2 cr) is an existing course that has not yet been taught. Faculty in restoration ecology have agreed to work with the FRFS Department to design and teach this course. Our current plan is to highlight local restoration projects so student can learn terminology and concepts of restoration ecology while see on-the-ground projects and meeting local professionals work in wildland restoration.

Distance Education Availability

This section must be completed

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(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	X

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by UCC Secretary:	12/15/15		
UCC Item Number:	UCC-16-033a		
UCC Approval Date:		Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

FS-16-037
UCC-16-033b

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	College of Natural Resources		
Department/Unit:	Forest, Rangeland, and Fire Sciences		
Dept/Unit Approval Date:	September 14, 2015	Vote Record:	Unanimous
College Approval Date:	November 13, 2015	Vote Record:	Unanimous
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Randy Brooks (rbrooks@uidaho.edu)		

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:	X	Modify:		Discontinue:			
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	
Option:							
Emphasis:							
Minor:	Ecology						
Academic Certificate less than 30 credits:							
Teaching Endorsement (Major/Minor):							

FS-16-037
UCC-16-033b

Overview of Program Component: *Provide a brief narrative description*	This minor is intended to provide a general overview of ecology and allow for depth in specific aspects of the field. Students can choose to focus strongly on one aspect, such as plants or animals, or work broadly from ecosystem to landscape scales. The program will allow for students across the university to engage in a minor that encompasses coursework from ecological perspectives in biology, natural resources, plant science, forest science, wildlife and fisheries sciences, and climate change.
Program Component Curriculum: *Required courses*	For/REM 429 Landscape Ecology (3 cr) One of the following (3-4 cr): REM 221 Ecology (3 cr) For 221 Ecology (3 cr) Biol 314 Ecology and Population Biology (4 cr) One of the following (3 cr): Geog 430 Climate Change Ecology (3 cr) REM 450 Global Environmental Change (3 cr) Courses selected from the following (9 cr): Biol 416 Plant Diversity and Evolution (4 cr) Fish 314 Fish Ecology (3 cr) Fish 430 Riparian Ecology and Management (3 cr) Fish 415 Limnology (4 cr) For 326 Fire Ecology and Management (3 cr) For 330 Forest Soil and Canopy Processes (4 cr) For 447 Woody Plant Physiology (3 cr) Geog 410 Biogeography (3 cr) REM 459 Rangeland Ecology (2 cr) REM 440 Wildland Restoration Ecology (3 cr) WLF 314 Ecology of Terrestrial Vertebrates (3 cr) WLF 448 Fish and Wildlife Population Ecology (4 cr) Courses to total 18 credits for this minor

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	

Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	X	
Brief Description of financial impact:	We do not anticipate any financial impact with the creation of this minor, since the courses listed already exist and there is room within them for additional enrollment.			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

The field of ecology is broad; this minor is intended to provide a general overview of ecology and allow for depth in specific aspects of the field. Students can choose to focus strongly on one aspect, such as plants or animals, or work broadly from ecosystem to organism level. Adding this minor will allow students across the University of Idaho to receive documented credentials by completing a suite of relevant courses. This minor will be of value to students in a number of fields, from natural and applied sciences through to basic and fundamental sciences. Student employment opportunities and starting salaries post-graduation will be enhanced by having a documented minor in this field.

These changes will not change faculty workload.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance	Yes*		No	X

education?				
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by UCC Secretary:	12/15/15		
UCC Item Number:	UCC-16-033b		
UCC Approval Date:		Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

FS-16-038(UCC-16-033c)

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	Natural Resources		
Department/Unit:	Fish and Wildlife Sciences		
Dept/Unit Approval Date:	Dec 9, 2015	Vote Record:	
College Approval Date:	Dec 10, 2015	Vote Record:	
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):			

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:	X	Modify:		Discontinue:			
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	26
Option:							
Emphasis:							
Minor:							
Academic Certificate less than 30 credits:	Tribal Natural Resources Stewardship						
Teaching Endorsement (Major/Minor):							

Overview of Program Component: *Provide a brief narrative description*	With the growing need for natural resource education related to stewardship, restoration, and management of natural areas, this certificate will enable students to gain the coursework needed for employment in these fields. Students will receive a survey of natural resources issues and then complete an internship to connect the theoretical framework to hands-on practices. With the intention for students to be able to see both short and long-term goals and within the context of the sovereign needs of the region's Native American tribes, this certificate will enhance the capacity for self-directed restoration and management of tribal natural resources
Program Component Curriculum: *Required courses*	AIST 404 Tribal Sovereignty (3 cr) AIST 478: Tribal Nation Economics and Law (3 cr) LArc 480 The Resilient Landscape (3 cr) Soil 205 The Soil Ecosystem (3 cr) For/REM Ecology (3 cr) REM 280 Introduction to Wildland Restoration (2 cr) Fish 398 or WLF 398 Renewable Natural Resources Internship (1 cr) One of the following (3 cr): For 375 Introduction to Spatial Analysis for Natural Resource Management (3 cr) Geog 385 GIS Primer (3 cr) One of the following (3-4 cr): BE 433 or BE 533 Bioremediation (3 cr) BE 450 Environmental Hydrology (3 cr) BE 452 or BE 552 Environmental Water Quality (3 cr) CE 433 or CE 533 Water Quality Management (3 cr) Fish 314 Fish Ecology (3 cr) Fish 415 Limnology (4 cr) For 310 Indigenous Culture and Ecology (3 cr) For 326 Fire Ecology and Management (3 cr) For 462 Watershed Science and Management (3 cr) Geog 424 Hydrologic Applications of GIS and Remote Sensing (3 cr) REM 440 Wildland Restoration Ecology (3 cr) REM 456 Integrated Rangeland Management (3 cr) WLF 314 Ecology of Terrestrial Vertebrates (3 cr) One of the following (2-4 cr): For 320 Dendrology(4 cr) PlSc 205 General Botany (4 cr) REM 252 Wildland Plant Identification Field Studies (2 cr) REM 341 Systematic Botany (3 cr) Courses to total 27 credits for this certificate

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	X	
Brief Description of financial impact:	Limited if any financial impact. Required courses for this certificate already exist, with corresponding faculty resources.			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

This certificate is designed collaboratively between the College of Natural Resources and Coeur d'Alene campus of the University of Idaho, North Idaho College and the Coeur d'Alene Tribe to develop the necessary theoretical framework for students to be able to successfully complete restoration work. An action item from the 2015 Tribal Natural Resources Education Summit, was to develop a stackable certificate that can coordinate with a NIC-offered AS degree. Thus, students would be able to complete the first year at NIC and the second year, taking these courses or reasonable substitutions, at U-Idaho (in Moscow, Coeur d'Alene, or through distance education programs) to receive a Certificate from U-Idaho and an AS from NIC (this is the first step in the process; once approved at U-Idaho, NIC will be able to take the certificate curriculum and use it to develop the necessary changes to the AS process). Given the other 10 tribes in the MOU with U-Idaho also expressed the desire for relevant and accessible certificates from UI, this certificate can be easily expanded to include other two-year regional colleges and tribes to serve the regional need identified at the summit.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

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(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

FS-16-038(UCC-16-033c)

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by UCC Secretary:	12/15/15		
UCC Item Number:	UCC-16-033c		
UCC Approval Date:		Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

FS-16-039(UCC-16-033d)

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	CNR – University wide program		
Department/Unit:	Environmental Science Program		
Dept/Unit Approval Date:	11/12/15	Vote Record:	4- yes, 0 – no, 2 - absent
College Approval Date:	N/A – university wide program	Vote Record:	
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Robert L. Mahler		rmahler@uidaho.edu

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:		Discontinue:	x		
Graduate Level:	x	Undergraduate Level:		Law Level:		Credit Requirement:	
Option:							
Emphasis:							
Minor:							
Academic Certificate less than 30 credits:	Environmental Water Science Graduate Academic Certificate						
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*							

Program Component Curriculum: *Required courses*	**Water Quality Elective (3 cr)**	
	BAE 552	Environmental Water Quality (3 cr)
	CE 533	Water Quality Management (3 cr)
	EnvS 546	Drinking Water and Human Health (3 cr)
	Hydrology Elective (3 cr)	
	BAE 450	Environmental Hydrology (3 cr)
	BAE 458	Open Channel Hydraulics (3 cr)
	BAE 558	Fluid Mechanics of Porous Materials (3 cr)
	CE 421	Engineering Hydrology (3 cr)
	For 462	Watershed Science and Management (3 cr)
	Soil 415	Soil and Environmental Physics (3 cr)
	Water Management & Policy (3 cr)	
	AgEc 404	Special Topics (cr arr)
	CSS 573	Planning & Decision Making for Watershed Management (3 cr)
	Geog 524	Hydrologic Applications of GIS and Remote Sensing (3 cr)
	PolS 562	Natural Resource Policy (3 cr)
	Courses to total 12 credits for this certificate	

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	x	
Brief Description of financial impact:				

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

Due to low enrollments in the certificate program for the last few years, we assumed the Focus for the Future process would discontinue this certificate. Since that did not happen automatically, we propose to discontinue the certificate since there has been a maximum of 2 or 3 students at any one time. Our efforts will continue to focus on our degree programs.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

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(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow			
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:	12/15/15		
Date Received by UCC Secretary:	12/15/15		
UCC Item Number:	UCC-16-033d		
UCC Approval Date:		Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

University of Idaho
A LEGACY OF LEADING

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	CNR – University wide program		
Department/Unit:	Environmental Science Program		
Dept/Unit Approval Date:	11/12/15	Vote Record:	4- yes, 0 – no, 2 - absent
College Approval Date:	N/A – university wide program	Vote Record:	
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Robert L. Mahler		rmahler@uidaho.edu

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:		Discontinue:	x		
Graduate Level:	x	Undergraduate Level:		Law Level:		Credit Requirement:	
Option:							
Emphasis:							
Minor:							
Academic Certificate less than 30 credits:	Environmental Contamination Assessment Graduate Academic Certificate						
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*							

Program Component Curriculum: *Required courses*	ChE 580	Engineering Risk Assessment for Hazardous Waste Evaluations (3 cr)
	EnvS 509	Principles of Environmental Toxicology (3 cr)
	EnvS 541	Sampling and Analysis of Environmental Contaminants (3 cr)
	Technical Elective approved by the Director of the Environmental Science Program (3 cr)	
	Courses to total 12 credits for this certificate	

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	x	
Brief Description of financial impact:				

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

Due to low enrollments in the certificate program for the last few years, we assumed the Focus for the Future process would discontinue this certificate. Since that did not happen automatically, we propose to discontinue the certificate since there has been a maximum of 2 or 3 students at any one time. Our efforts will continue to focus on our degree programs.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow			
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:	12/15/15		
Date Received by UCC Secretary:	12/15/15		
UCC Item Number:	UCC-16-033e		
UCC Approval Date:		Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

FS-16-041(UCC-16-033f)

University of Idaho

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	CNR – University wide program		
Department/Unit:	Environmental Science		
Dept/Unit Approval Date:	December 1, 2015	Vote Record:	4 – 0 in favor
College Approval Date:	NA – university-wide program	Vote Record:	
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Robert L. Mahler bmahler@uidaho.edu		

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:	X	Discontinue:			
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	
Option:	Add new option: Biophysical Science Option						
Emphasis:							
Minor:							
Academic Certificate less than 30 credits:							
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*	This is to provide a new option that will be available greater than 50% through distance delivery for place bound students. All courses in the depth areas are available online. This option is intended for students at a distance wishing to pursue technically oriented careers in environmental professions such as natural resource management, bioremediation, and environmental impact analysis. Students need to work closely with an academic advisor to plan the courses needed to fulfill degree requirements which are not available through distance delivery.						

Program Component Curriculum: *Required courses*	E. Biophysical Science Option This option is intended for students at a distance wishing to pursue technically oriented careers in environmental professions such as natural resource management, bioremediation, and environmental impact analysis. Students need to work closely with an academic advisor to plan the courses needed to fulfill degree requirements which are not available through distance delivery. Engl 317 Technical Writing (3 cr) EnvS 497 Senior Research (3-4 cr) Math 170 Analytic Geometry and Calculus I (4 cr) One of the following (3 cr): Phys 111 General Physics (3 cr) Biol 250 General Microbiology (3 cr) One of the following (4 cr): Geog 100, Geog 100L Physical Geography and Lab (4 cr) Geol 101, Geog 101L Physical Geology and Lab (4 cr) Advisor-directed depth courses (48 credits), including at least one course from each of the six following depth areas (all are available online): Water and Soils BE 452 Environmental Water Quality (3 cr) EnvS 446 Drinking Water and Human Health (3 cr) EnvS 450 Environmental Hydrology (3 cr) Soil 205 The Soil Ecosystem (3 cr) Soil 438 Pesticides in the Environment (3 cr) Soil 446 Soil Fertility (3 cr) Sustainability EnvS 428 Pollution Prevention (3 cr) FCS 411 Global Nutrition (3 cr) FS 409 Principles of Environmental Toxicology (3 cr) FS 436 Principles of Sustainability (3 cr) Geog 313 Global Climate Change (3 cr) IndT 415 Impact of Technology on Society (3 cr) Ecology For 426 Global Fire Ecology and Management (3 cr) REM 221 Ecology (3 cr) REM 410 Principles of Vegetation Measurement and Assessment (3 cr) REM 440 Wildland Restoration Ecology (3 cr) REM 459 Rangeland Ecology (3 cr) WLF 440 Conservation Biology (3 cr) Energy EnvS 483 Water and Energy Systems (3 cr) EnvS 484 History of Energy (3 cr) EnvS 485 Energy Efficiency and Conservation (3 cr) Geographical Information Systems Geog 385 GIS Primer (3 cr) Geog 424 Hydrologic Applications of GIS and Remote Sensing (3 cr) REM 407 GIS Application in Fire Ecology and Management (2 cr) Social Science

	IS 322 International Environmental Organizations (3 cr) EnvS 428 Pollution Prevention (3 cr) EnvS 484 History of Energy (3 cr) FCS 411 Global Nutrition (3 cr) IndT 415 Impact of Technology on Society (3 cr) Courses to total 120 credits for this degree.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	X	
Brief Description of financial impact:	The university will offer the depth area courses required for this new option at a distance. Currently, all of the depth courses are available in a distance format or are scheduled to be completed January 1, 2017. The University invested $87,771 for development of the 11 remaining distance courses.			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

The University of Idaho has a goal to increase enrollment by 50% over the next 10 years, some of which will come from distance education. This Biophysical Science Option in the BS Environmental Science degree program is an integral part of this potential distance education enrollment increase. The on-campus Environmental Science Program is successful and has high enrollment. Market analysis indicates that distance enrollment numbers would also be large for this program. This will be one of only four environmental science programs available nationally through distance delivery. The University of Idaho's Division of Distance and Extended Education is assisting with the design, marketing and assessment of this program.

Admissions and assessment procedures currently follow University guidelines and will remain the same for this new option.

Distance Education Availability

This section must be completed

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 may be

completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*	X	No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	x

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow			
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by UCC Secretary:	1/15/16		
UCC Item Number:	UCC-16-033f		
UCC Approval Date:		Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #17

3:30 p.m. - Tuesday, February 2, 2016
Brink Hall Faculty-Staff Lounge & Skype

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #16, January 26, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- **Information Technology** (Ewart)

VI. Committee Reports.

Faculty Affairs:
- **FS-16-018:** FSH 3710 – Leave Policy (vote)(Crowley)

Teaching & Advising:
- **FS-16-028:** FSH 2700 – Student Evaluation of Teaching (Johnson-Leung)

University Curriculum Committee:
FS-16-029 (UCC-16-002): Prior Learning Assessment (vote)(Chermak)
FS-16-030 (UCC-16-026a): NR - Fire Ecology, Management, and Technology (graduate certificate)(vote)(Brooks)
FS-16-031 (UCC-16-026b): NR - Remote Sensing (undergraduate certificate)(vote)(Brooks)
FS-16-032 (UCC-16-026c): NR - Forest Resources to Forestry (vote)(Brooks)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #14
FS-16-018 & FS-16-028-032

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #16, Tuesday, January 26, 2016

Present: Anderson, Boschetti, Brandt, Brewick, Brown, Caplan, Chung, Crowley (w/o vote), Dallas, Folwell, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Jeffery, Latrell, Mahoney, Nicotra, St. Claire, Stoll, Teal, Stevenson for Wiencek (w/o vote), Wolf. **Absent:** Adams, Barbour, Couture (Boise), Flores, LaPrath, Murphy, Perret, Wiencek. **Guests**: 2

Chair Teal called meeting #16 to order at 3:32. A motion (Stoll/Folwell) to approve the minutes from the January 19, 2016 meeting passed without objections.

Chair's Report: Chair Teal announced that we have extended the deadline to January 29th to receive applications to serve on University-level committees. Returned forms are down from last year so it would be helpful if Senators contacted their constituents to encourage faculty to return the forms to Ann Thompson at annat@uidaho.edu.

Chair Teal also announced that on Friday and Saturday night (7:30) at the Kenworthy, there will be a dramatic reading of the Tony Award winning play "Red". This is part of a fundraising event for the Prichard Art Gallery.

The Chair engaged in a short discussion of training modules that people have been asked to complete. He noted that Senate Leadership had met with Brian Foisy regarding concerns about the modules and the way they were delivered. An email from Vice President Foisy's office will be forthcoming and he will be at the Senate in the next couple of weeks to discuss ways to streamline the process.

Chair Teal concluded his remarks by noting that Dan Ewart is on the agenda for next week and Senators should consider what questions they have regarding IT issues on campus.

Provost's Report: Vice Provost Jeanne Stevenson stated that a draft of the strategic plan will be available early next week. It should be available through Yellow Dig and the Provost website. She encouraged everyone to peruse the plan and provide feedback. The goal is to present the plan to be finalized in March and be presented to the SBOE at its April meeting. She hopes that identical core themes and metrics for the accrediting bodies and the strategic plan will be developed.

The next UFM will be on February 9th and the University Promotions Committee will meet on February 13th.

Professional Development Committee. Senator Katie Brown who serves on the Professional Development Committee was introduced to report on the committee's activities. Professor Brown noted that the committee has met once since she joined the committee. She reported that there has been an increase in participation in the online training modules. The committee did discuss various technical difficulties with the new training modules. There are plans for new modules for the fall. The committee does not appear to be in support of test-out options for the modules.

Several Senators asked whether the committee had received feedback on the modules. Senator Brown stated that the committee was interested in feedback, but probably would not take this feedback into account until after this round. A Senator pointed out that there was a group of thirty or more pre-testers who took the training modules before they were rolled out to the rest of the campus. He stated that it didn't appear that feedback concerns were taken into account. Chair Teal stated that he thought HR had appreciated the feedback but had been unable to implement changes. In the discussion that followed many Senators raised concerns about the modules. These focused on:

- The time it takes to complete them.
- Many modules seemed inappropriate for everyone.
- Specific sections (like rules for P-Cards) should be bypassed if a person doesn't need that training.
- The manner in which they were introduced lacked elegance.
- Too much information was presented on the slides that easily could have been condensed.
- Information necessary for compliance should be separated from training.
- Should be possible to take a compliance test (like FERPA) without going through several hours of training.
- Perhaps we need a compliance day so everyone can complete the modules.

FS-16-018 - FSH 3710 - Leave Policy: Chair Teal introduced Faculty Secretary Crowley to discuss the most recent proposed changes to University leave policies. These changes come to the Senate from the Faculty Affairs Committee. Crowley explained that the proposed changes were mainly an attempt to clear up differing interpretations and ambiguities in FSH 3710 that were passed last year. Some of proposed changes were in response to the President's veto of particular provisions passed by the faculty last year. Other changes reflect concerns raised by HR's interpretations of the policy. Current FSH policy (3710 L-2 or M-2 as revised last year) allows parents taking family medical leave to choose whether to exhaust annual leave or go on unpaid leave. When that option was repeated in last year's revisions (see proposed E-3 from last year) the President vetoed E-3. However, M-2 stating that parents have this option still remains in the FSH and was not a proposed change.

Crowley also pointed out that last year's revisions were designed to meet the University's obligation under the Family Medical Leave Act (FMLA), but in some cases University policy exceeded what was required by this federal act. Ambiguity resulted from the language in E-1 stating that "All Parenting Leave allowed under Section E-3 is considered Family Medical Leave." HR's interpretation of this seemed to be that since FMLA eligibility requirements didn't start until after a person has been employed for a year, then the University's policy didn't apply to newly arrived employees. Upon reflection, the Faculty Affairs Committee sought to clarify that all employees were eligible for Family Medical Leave. Thus the proposed addition of C-7 f. "All employees are entitled to use sick leave for parenting/adoption and follow the same leave use and benefits as described under E. Parenting Leave regardless of meeting FMLA eligibility requirements." The proposed changes also includes M-3 stating that "All benefit-eligible employees qualify for FMLA benefits from the first day of employment." The other proposed changes were aimed at removing redundancies or clarifying ambiguities. After the Faculty Secretary explained the various complicated changes, there were many comments and questions.

There was a discussion about whether some parts of this might be vetoed and whether appropriate discussions had taken place over some of these changes. It was explained that there have been attempts to have a conversation about some of these changes and not much progress towards clarity had been achieved.

With regard to the issue of whether employees must use all annual leave before going on unpaid leave, it was explained that attempts have been made to resolve the ambiguities left after last year. It was unclear exactly what the objection to allowing employees to retain some annual leave before going on unpaid leave might be. The stated objection was that it went against long standing University policy, but M-2 (the previous L-2) has been in the FSH since the 1990's.

On the proposed changes to when an employee becomes benefit eligible, Vice-Chair Brandt argued that there were reasons to believe that we might succeed on this point because there are real gender recruitment reasons at stake and the chances of manipulation were low. Clarification was asked of Faculty Affair's intent. Did the changes in eligibility apply to just parenting, or to all other family medical leave benefits? Senators who responded seemed in full agreement that the change should apply to all family medical leave benefits. Several Senators wondered why we would even think about not including all family medical leave benefits.

Chair Teal suggested that he would like to have the opportunity to get more clarity on what the points of disagreement with the administration are, and in what areas we might reach a consensus. Several Senators suggested that we go ahead and vote to pass these changes. One Senator commented that the veto's from last year left the impression that we weren't a family friendly university. If we passed these changes by next week, they could be on the UFM agenda for February 9th. If there was opposition to the changes, there would still be time to make further amendments that might resolve the differences.

There was also a discussion about how HR had been applying the leave policy. There were comments suggesting that employees had been told they had to use all annual leave before going on unpaid leave. Several Senators suggested that at least part of the problem was HR's interpretation and not the policy as written. Another Senator noted that even under these proposed changes RA's and TA's were not covered.

After a variety of suggestions for edits, most of which were accepted as friendly amendments, it was agreed that the leave policy would be back on the agenda for next week.

Adjournment: A motion (Stoll/Foster) to adjourn passed unanimously at 4:46.

Respectfully submitted,

Don Crowley
Secretary to the Faculty Senate and Faculty Secretary

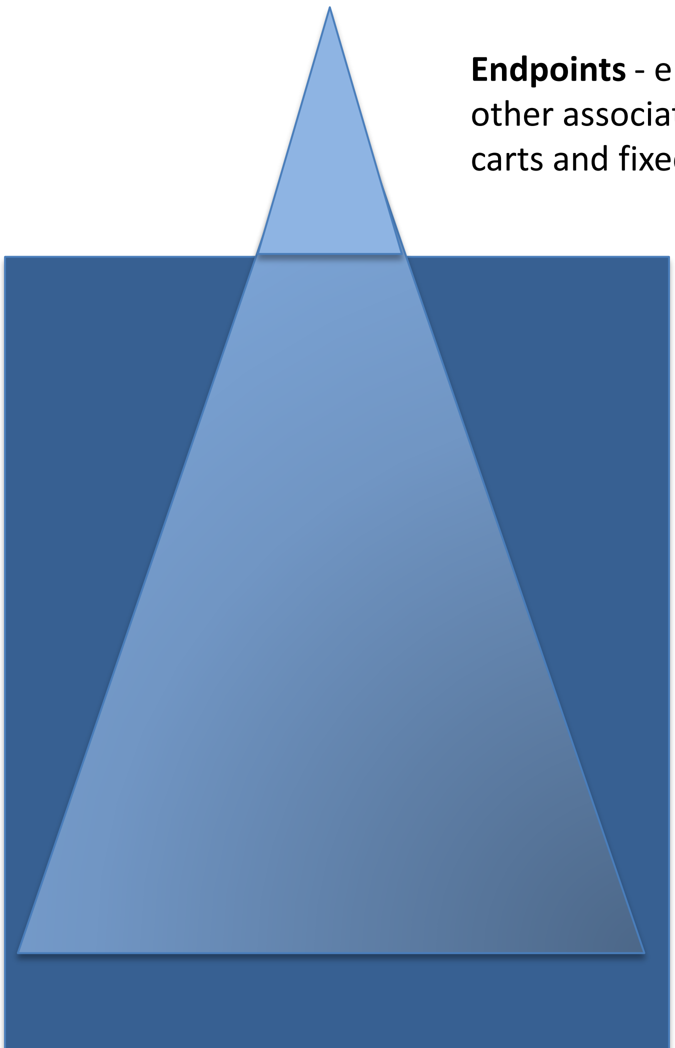
Videoconferencing Services (VCS) Overview

Dan Ewart
VP for Infrastructure and Chief Information Officer

2/02/16

University of Idaho

VCS Components



Endpoints - encompass the VC unit, cameras, microphones, display monitors and other associated components. Some endpoints have a basic level of bridging. Includes carts and fixed room equipment, phones/tablets/desktops/laptops.

Bridging – when VC needs to be automated, scheduled or when multiple points must be connected seamlessly, a VC bridge is required. Bridges can be located at a UI site or can be cloud based. ***CURRENT: Scopia***

Scheduling – significant personnel time, and a tracking system, is required to schedule the many different conferences and locations. ***CURRENT: Scopia***

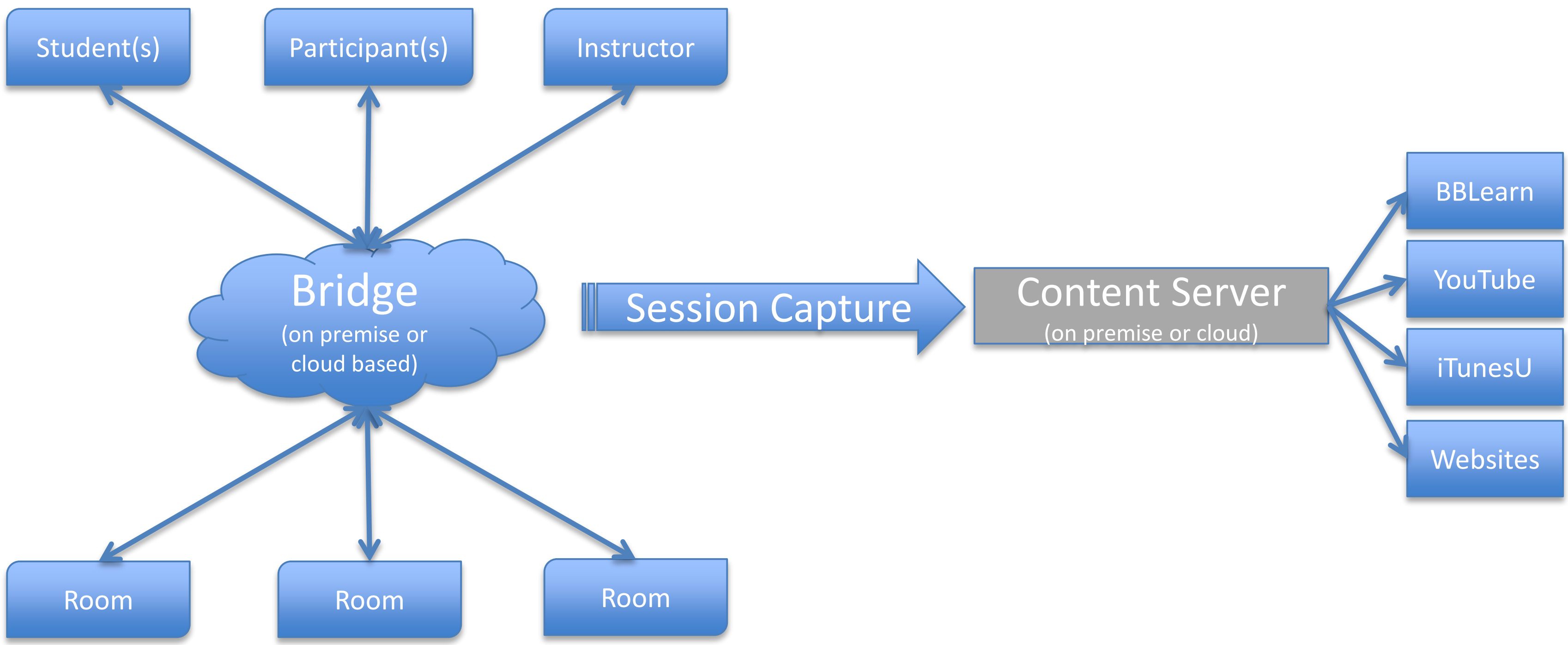
Support and training – session setup, technology troubleshooting, maintenance/patching. ***CURRENT: ITS, Department personnel***

Solution design – each VC room will have different requirements, and experienced personnel (UI or contractors) are required to design an appropriate solution. ***CURRENT: ITS or Outsource***

Session capture - recording and playback of VC sessions. ***CURRENT: Scopia***

University of Idaho

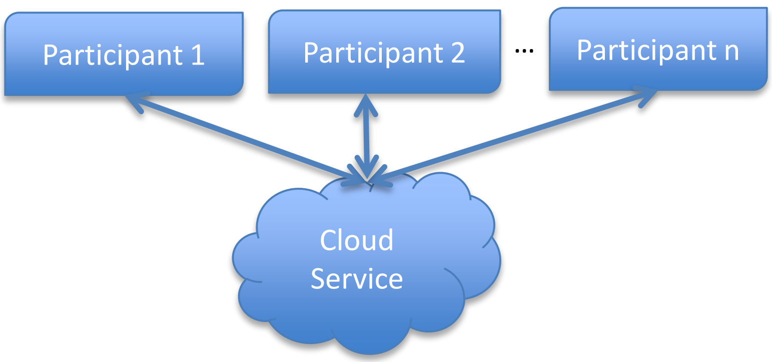
VCS Overview – Bridged Services



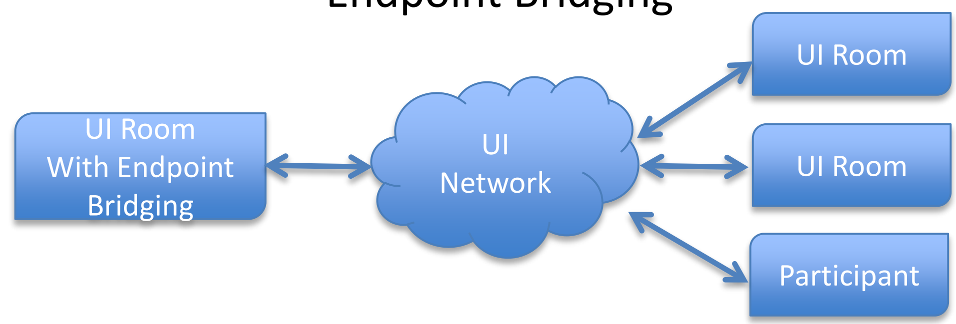
University of Idaho

VCS Overview – Other Methods

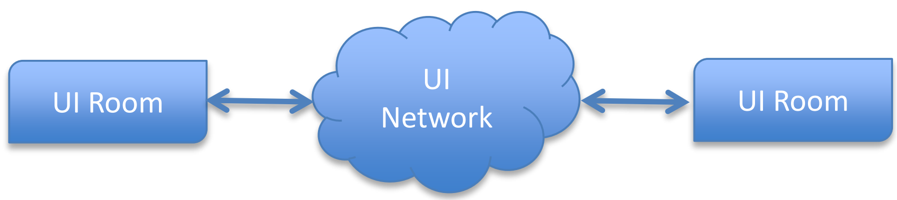
Consumer Cloud Service



Endpoint Bridging



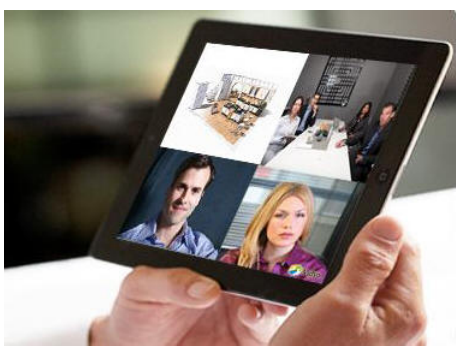
Point to Point



All have advantages, shortfalls and limitations depending on use

University of Idaho

Growing Expectations



University of Idaho

History of VCS at UI

2000 – 2014

- No permanent organizational home and limited central funding
  - Cost recovery and direct unit support, no funding for backend functions
- Sporadic department funding, primarily to replace endpoints and upgrade classrooms/conference rooms
- Dispersed room ownership and use
- Failure to maintain endpoints led to crashes and hacks
- Multiple proposals to improve VCS were not funded

2014

- ITS shut down central bridging, scheduling services
- ITS closes aging classrooms (but CALS renovates Ag 104)
- Provost and ITS provide limited funds to support bridging
  - Statewide committee selects Scopia
- ITS supports carts for a fee, departments support their own rooms

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Current Situation

- Scopia has not proven reliable
- Cart use is too resource-intensive to continue
- Some units are unable to maintain equipment
- Demand is growing, more rooms being built
- Scheduling is challenging

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Current Usage

- Different methods = hard to calculate
  - Scopia, point-to-point, end point bridging, Skype, WebEx, Collaborate, etc.
- In 2016, Scopia was used for
  - 1487 meetings, 2146 hours
  - Unknown number of session recordings
  - Problems limited use by Law, CALS
  - Balance of classes and meetings

University of Idaho

Budget Request for FY 2018

- 3 centrally-scheduled classrooms
- Improved cloud-based bridging/session capture
- Personnel: scheduler, tech support
- Hardware maintenance UI-wide

- Total: $300k one-time, $375k ongoing

Possible Short Term Steps

- Replace Scopia (in process)
- Limited scheduling assistance
- Improved sharing of VCS-equipped rooms

University of Idaho

Questions?

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)
[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition X Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: Leave Policies for All Employees 3710

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.
*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): **Don Crowley, Faculty Secretary 7/7/15**
(Please see FSH 1460 C) Name Date
Telephone & Email: 885-6151 crowley@uidaho.edu

Policy Sponsor: (If different than originator.) Senate Leadership/Faculty Affairs 1/22/16
Name Date
Telephone & Email: Randy Teal and Marty Ytreberg

Reviewed by General Counsel __Yes __No Name & Date: Kent Nelson reviewing with Cabinet 1/6/16

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

Clarifications/edits necessary to address changes presented at UFM 5/5/15 and presidential action on same. Main points to address include:

- Allow employees to use accrued sick leave for items listed in C. Sick Leave and ensure it is clear childbirth, parenting/bonding are reasons for sick leave use.
- FMLA (12 weeks) upon hire (no eligibility restrictions) for whatever reason, illness/parenting/bonding/childbirth – as defined under FMLA.
- Clarify current policy that states for FMLA an employee must first use all sick leave before going on LWOP; but, they may choose whether to use other accrued paid leave (if they have any) or choose unpaid (LWOP) w/benefits for the 12 weeks.

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

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

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

If not a minor amendment forward to: ____

Policy Coordinator
Appr. & Date:
____
[Office Use Only]

APM
F&A Appr.: _______
[Office Use Only]

FSH
Appr. ______________
FC ______________
GFM ______________
Pres./Prov. __________
[Office Use Only]

Track # _______________
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FAC changes ready to go to Senate-- clarify UFM 5/5/15 changes.

3710

LEAVE POLICIES FOR ALL EMPLOYEES

PREAMBLE: This section describes the various kinds of leaves that are available for all UI employees. (See section 3720 for Sabbatical Leaves limited to faculty members.) This section and the following one were original parts of the 1979 Handbook*. The most substantive changes since that time have been the addition (under Governor Andrus) and subsequent deletion (under Governor Batt) of service leave for children at school and changes to subsection L that reflect changes in federal regulations. In 2002 extensive changes were made to subsection K that reflected Regent policy and current practice. In 2008 extensive changes to this policy were approved following many years of committee work involving Faculty and Staff Affairs, General Counsel, and Human Resources and a new section M was added on servicemember family leave due to a federal law change. In July 2010 a section R was added to address the Fiscal Year 2010 Furlough and in July 2011section R was removed and a new policy, FSH 3450, was created to address employment actions such as temporary furloughs. Unless explicitly noted, the text is as of July 1996. Further information is available from Human Resources (208-885-3609).* [ed. 7-97, 7-05, rev. 7-98, 7-02, 2-08, 7-10, 7-11]

CONTENTS:

A. GENERAL.

A-1. The university (hereinafter referred to as university) strives to offer leave programs that are both comprehensive and flexible to meet employee needs. Leave with or without pay is extended to employees under a variety of circumstances described below. Exceptions may be granted in special circumstances [R; APM 55.09, 55.07, 55.38; FSH 3120, 3720 and 6230] *[ed. 2-08, 7-10]*

A-2. The term "leave" refers to an employee's absence from duty. Each leave type as contained in this policy discusses circumstances in which such an absence may be continued with pay when leave accruals are available or when leave is approved without pay. Certain types of leave may require or provide options to take one leave concurrent with another. For example, sick and annual leave may be taken or may be required to be taken concurrently with other types of leave. All leaves are subject to approval.

A-3. Unless otherwise noted, for purposes of this policy, "immediate family member" includes: your spouse, your child, parent, brother, sister, grandparent, and these same relationships of a spouse, by marriage, adoption, or foster arrangement. An immediate family member may also include an individual who has assumed a similar relationship to those above, other than the relationship of spouse*, and for whom the employee or the individual has had financial

responsibility for the other. An immediate family member also may include any individual who is a qualified dependent under IRS regulations. The university reserves the right to request documentation establishing financial responsibility or qualifying status as an IRS dependent.

*Due to the 2006 "marriage amendment" to the Idaho Constitution the university, despite the wishes of the Faculty Senate, is unable to include domestic partnerships. *[ed. 1-10]*

A-4. Separation from employment or the term terminating employee refers to an employee's separation from all employment.

A-5. A break in State of Idaho service is defined as job termination that is separated by at least three (3) business days prior to re-employment with the university or any other State of Idaho employer.

A-6. Full and part-time employees are eligible for some or all leaves discussed in this policy.

a. Benefit-eligible employees are those who hold a board-appointed position [FSH 3080] and are employed at least half time or greater.

b. Individuals who are employed at least half time or greater as temporary help (TH) and who are expected to complete five (5) months or more of continuous university service and are eligible to participate in the Public Employers Retirement Plan for Idaho (PERSI) are eligible for limited benefits, including annual leave, sick leave and pay for holidays on which they do not work [FSH 3090].

A-7. Leave may not be taken in advance of accrual and may not be taken in excess of 80 hours in a pay period. *[rev. 7-15]*

A-8. Leave may not be taken on an employee's first day of employment. If an employee is unable to report for work on their specified first day of employment; employment will not begin until the first day that the employee reports for active duty.

A-9. All employees, including faculty and exempt employees, are responsible for recording all leave taken on bi-weekly time reports and complying with the terms of leave policies, including, but not limited to:

a. completing application for leave and providing medical evidence and other requested information;

b. abiding by any and all return-to-work restrictions; and

c. returning to work following expiration of approved leave.

Failure to uphold these responsibilities may result in absence without approved leave. Eligibility to preserve employment may be affected and/or the employee may be subject to disciplinary action, up to and including termination from employment as provided in appropriate university policies [FSH 3910, 3920 and 3930].

A-10. Employees who are exempt from overtime accrual or payments may be absent from work for approved periods of less than ½ work day without charge to sick or annual leave. Sick, annual or other paid time off must be charged in ½-day increments when ½ day of work or more is not performed, except when alternative work has been performed in conjunction with an approved flexible schedule.

Employees who are not exempt from earning overtime accrual or payments shall record all approved absences in 1/4-hour increments, except when time loss has been made up through an approved flexible schedule.

A-11. Absent written agreement to the contrary, an eligible employee typically earns credit toward retirement plan vesting (see your PERSI, IORP or federal retirement plan document for details) and earns annual and sick leave accruals during the portion of any leave that is paid, except that sick and annual leave do not accrue during terminal leave [J], or in some circumstances during administrative leave [H-5]. An employee typically will not be given such credit for any periods of unpaid leave.

A-12. No break in service will occur during any approved paid or unpaid leave for the purposes of determining eligibility for retiree health benefits.

A-13. Departmental administrators are responsible for approving and ensuring the reporting of leave, via Banner, taken by the employees in their respective units. For procedures regarding reporting and monitoring leave see APM 55.08. The Banner system and Human Resources records are the official university leave records. *[ed. 7-10]*

A-14. Human Resources is responsible for coordinating requests and reviewing compliance with all types of leave other than sick, annual and medical appointment leave discussed in this section. [APM 55.09] *[ed. 7-10]*

B. ANNUAL LEAVE.

B-1. Employees receive annual leave based on their classification of employment. [FSH 3080]

a. Classified Employees on full-time fiscal-year appointments accrue annual leave based on hours worked at the rate of approximately 3.7 hours bi-weekly for the first five full years of service, with a maximum accumulation of 192 hours; 4.6 hours bi-weekly up to 10 years of service, with a maximum accumulation of 240 hours; 5.5 hours bi-weekly up to 15 years of service with a maximum accumulation of 288 hours; and 6.5 hours bi-weekly for more than 15 years of service with a maximum accumulation of 336 hours. [RGPP II.E.3; FSH 3080; APM 55.08 and 55.09] *[ed. 7-10]*

b. Faculty on full-time fiscal-year appointments and exempt employees, including postdoctoral fellows, accrue annual leave at the rate of 7.4 hours bi-weekly and may accumulate a maximum of 240 hours. [RGPP II.F.3, FSH 3080, APM 55.09] *[ed. 7-10]*

c. Faculty who hold academic-year appointments do not accrue annual leave. Their periods of obligation and leave are governed primarily by the academic calendar, subject to stipulation by the employee’s dean. [FSH 3120]

B-2. Annual leave for classified and exempt appointment of less than 100% full-time, but equal to or greater than half-time, is accrued based on hours worked and at a rate based on the employee’s classification [B-1]. No annual leave is accrued for less than half-time service.

B-3. Temporary employees who are eligible for PERSI accrue annual leave beginning on the first day of employment in an eligible position at a rate of .0462 times hours worked within each bi-week, however leave is not earned until the benefit qualification period has been satisfied.

Annual leave for qualified temporary employees accrues, but is not earned until the employee has worked at least 20 hours per week and for a period of at least five (5) months (the benefit qualification period). Approval to use accrued, but unearned annual leave may be approved by the employee’s supervisor under special circumstances. However, in the event that accrued annual leave is taken before it is earned and the employee also voluntarily separates or is terminated for cause before annual leave is earned, the value of unearned annual leave taken will be withheld from pay, other earning or payments or must otherwise be repaid to university.

Leave Accrual Example:
Annual leave accrues based only on hours worked.
62 hours worked times .0462 results in 2.90 hours of accrual and may accumulate to a maximum of 192 hours.

B-4. Annual leave accrual is temporarily suspended when the accumulation reaches the maximum allowance. Once the leave accumulation drops below the allowed maximum, accruals resume.

B-5. Employees eligible for overtime earn overtime based on only hours worked. There is no overtime accrual based on annual leave, sick leave, compensatory time, holidays or any other paid time off.

B-6. Annual leave continues to accrue while on any paid leave, except that annual leave does not accrue on hours of compensatory time used; during terminal leave [K]; during academic transitional leave [J] or for temporary employees who accrue annual leave based only on hours worked.

B-7. At the employee's option, accrued annual leave may be used during any approved leave that could otherwise be taken as sick leave. [RGPP II.I.2.b.]

B-8. Annual leave must be scheduled in advance and requested in writing by the employee. Annual leave may not be taken without the supervisor's written approval. Both the employee's vacation preference and business needs of the unit must be considered in establishing mutually agreed periods of leave [APM 55.09]. *[ed. 7-10]*

> **a.** Supervisors are responsible for coordinating and approving requests for annual leave of all employees in their respective units.
>
> **b.** An employee on approved annual leave, who becomes eligible to use sick leave through unforeseen events, may use sick leave in lieu of annual leave with approval from his/her supervisor. Documentation to support the use of sick leave may be required.

B-9. Leave balances are paid to employees upon separation (i.e. resignation, retirement layoff, non-renewal, termination) from all State of Idaho employment [IC 67-5334]. Leave balances are transferred from the university to other State of Idaho employers when the university employment ends and a new position is accepted with any State of Idaho employer when there is no break in state service [A-5]. However, the university reserves the right to require an employee to exhaust some or all annual leave prior to any job or employment separation.

Employees separating upon the expiration or termination of a grant will be required to use annual leave before the last day of employment.

In the event of an employee's death, payment is made to his or her estate.

The effective date of the employee's separation is the last day on which he or she reports to work for the university, unless the Assistant Vice President (AVP) for Human Resources or designee has approved a written request for alternative termination arrangements that are in the best interests of the university.

A termination extended through the use of accrued annual leave must be approved in advance, in writing, by the AVP for Human Resources or designee and unit administrator and shall be treated as terminal leave. [J and APM 50.20]

In the event that an academic administrator transitions from a position eligible for annual leave to a faculty position in which annual leave does not accrue, balances should be exhausted prior to the start of the new appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by the AVP for Human Resources, or designee.

B-10. Any individual, regardless of type of appointment, with an annual leave balance who transfers or who is reassigned to another unit within the university may be required to exhaust all existing annual leave prior to starting the new assignment.

B-11. Payment in lieu of annual leave taken for any reason other than separation from employment is granted only by exception or under other special circumstances within the business needs of the university.

B-12. Eligibility requirements for annual leave for temporary help (TH) can be found in FSH 3090.

UI FACULTY-STAFF HANDBOOK
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3710: Leave Policies for All Employees

C. SICK LEAVE.

C-1. Employees that work at least 40 hours in a bi-weekly pay period for at least five (5) consecutive months accrue sick leave. Accrual is approximately 3.7 hours bi-weekly for full-time service. [FSH 3090 C]

C-2. Sick leave accumulation for half-time but less than full-time service is accrued proportionately based on hours worked and earned at the rate of .0462 for each hour worked.

C-3. Sick-leave may be accumulated without limit.

C-4. Sick leave cannot be taken in advance of accrual. If, at the end of a bi-weekly pay cycle, absences exceed sick leave accumulation, the hours will be charged to compensatory time first, if available, and then to annual leave. If there is no leave accumulation, time will be unpaid. ~~If sick leave or other types of paid leave are available for an approved absence of any duration, time-off must be taken using available paid leave and may not be taken as unpaid leave, unless such absence has been approved as a personal leave [N] without pay in accordance with the guidelines of this policy~~*[ed. 2-08]*

Commented [TA(1]: FAC 11/18/15: Remove - creates confusion, see L-2 & N-2.

C-5. Sick leave continues to accrue while on any paid leave, except for hours of compensatory time used; during terminal leave; and/or during academic transitional leave [I].

C-6. Sick leave may not be used in lieu of annual leave, except when the conditions of B-8. b. above have been met.

C-7. Sick leave may be taken only as follows:

a. Illness of Employee. An employee's own illness, injury, or ~~parenting~~ childbirth ~~(see FSH 3710 E)~~ that prevents the employee from performing his or her assigned duties; or in the event of exposure to contagious disease if, in the opinion of responsible authority, the health of others would be jeopardized in the work place.

Commented [TA(2]: FAC: Returned to "childbirth" for clarification purposes per HR's recent communication to clarify that a birth mother can use sick leave.

b. Illness of an Immediate Family Member. When the illness or injury of an immediately family member as defined in [A-3] of this policy requires the attendance of another, the employee may use his or her own available sick leave.

c. Death of an Immediate Family Member. In the event of a death of an immediate family member as defined in [A-3] of this policy; up to fifteen (15) days of sick leave may be used immediately following the event, but can be extended if there are special circumstances. The unit administrator and the AVP for Human Resources or designee may approve an extension of leave for up to a total of thirty (30) days of sick leave.

d. Death of a Family Member. Sick leave usage for the death of a family member other than a member of the immediate family as defined in [A-3] of this policy is limited to a maximum of five (5) days of sick leave immediately following the event.

e. Medical Appointments. Personal or family appointments for medical, dental, optical treatment or examination, or meeting with an Employee Assistance Program professional, including time for travel to and from such appointments. An employee is allowed up to two hours of time off per month for such appointments without charge to sick leave provided satisfactory arrangements have been made with the employee's supervisor. If the employee has absences totaling more than two hours in a month, such absences must be reported and charged to sick leave. There is no carryover balance from month-to-month.

f. Parenting/Adoption. All employees are entitled to use sick leave for parenting/adoption and follow the same leave use and benefits as described under E. Parenting Leave regardless of meeting Family Medical Leave Act (FMLA) eligibility requirements.

Commented [TA(3]: FAC inserted for clarification purposes allowing use of sick leave.

~~f~~g. **Organ Donation.** Full- and part-time benefit eligible employees may use up to five (5) days of sick leave for bone marrow donation and may use up to thirty (30) days of sick leave to serve as a human ~~donation~~ organ donor during an approved family medical [L] or personal leave [N]. *[ed. 2-08]*

C-8. Attendance at work is a job requirement for all positions at the university. Excessive absenteeism can affect job performance. Supervisors have the right to set attendance standards and require medical evidence to support absences that exceed these standards. Absences that occur during an approved family medical leave [L] are exempt from these requirements.

C-9. The federal Family Medical Leave Act of 1993 (FMLA) was adopted as law to protect the best interest and job security of employees. The university may initiate family medical leave (FML) and will apply FML concurrently with sick leave when the employee's own illness, work-related injuries, or an illness of a family member is covered by FML. In these circumstances, sick leave must be used before unpaid FML is taken [L-2].

C-10. An employee may be eligible for FML after three (3) consecutive days of sick leave, unpaid or other absence [L-4] and may initiate a request for FML at any time prior to an absence which they suspect may qualify. However, the university may also initiate FML and will typically take steps to determine if an absence qualifies as FML when an employee has missed five (5) consecutive workdays or longer by providing the employee with an absence questionnaire and FML application. A failure to comply with a request to complete the absence questionnaire and/or the FML application (if applicable) may result in absence without pay and/or disciplinary action, up to and including dismissal from employment as provided in relevant university policies [FSH 3910, 3920 and 3930]**.**

C-11. Employees transferring without a break in service from a qualified Idaho state agency or from the university to another state agency will be credited with their accrued sick leave by the receiving agency. All unused sick leave is forfeited when an employee is separated from state service. No compensation is made for such unused leave, except as provided in C-12 in the case of employees who are retiring from the university. If an employee returns to state service or to the university within three (3) years after separation, sick leave forfeited at the time of separation will be reinstated.

C-12. Employees who retire and then return to work at the university may not be entitled to reinstatement of sick leave balances. In this instance, only the ***unused*** portion of sick leave that was converted at the time of retirement [C-13 and FSH 3730 C] to pay for retiree health benefits may be reinstated for employees who separate for retirement purposes and later return to work at the university.

C-13. An employee who retires under the eligibility conditions for retirement or disability retirement as stated in FSH 3730 may apply a pre-determined amount of unused sick leave accrued since July 1, 1976, as payment for continued coverage under the university retiree health program. [FSH 3730, APM 55.39] *[ed. 7-10]*

D. HOLIDAYS.

D-1. The university is closed at least eleven (11) holidays each fiscal year. [3460 F-2]

D-2. Board-appointed employees [FSH 3080] and temporary help employees participating in PERSI [FSH 3090] are eligible to receive holiday pay. *[ed. 2-08]*

D-3. Benefit-eligible employees [A-6.a.] who are employed full time (87.5 percent or greater) receive holiday pay based on eight (8) hours for each holiday. An employee who works a compressed work schedule to include more than eight (8) hours each day, such as four (4) ten-hour workdays in one week, will still receive only eight (8) hours of holiday pay. With supervisor approval, the employee may make up the difference between their regular hours of work and the holiday pay for that day (two [2] hours in this example) through a flexible work schedule within the same work week [FSH 3460], or may use accrued compensatory time or annual leave, or take the time as unpaid.

D-4. Benefit-eligible employees [A-6.a.] who are employed at least half time but less than full-time, are entitled to receive holiday pay, pro-rated based on the average number of hours scheduled each week. The number of

hours scheduled on a routine basis (not the hours worked in the week in which the holiday falls) is divided by five (5) days. For example:

20 hours per week / 5 = 4 hours of holiday pay
25 hours per week / 5 = 5 hours of holiday pay
30 hours per week / 5 = 6 hours of holiday pay

D-5. The university embraces diversity and recognizes that our workforce is derived from many diverse cultures to include many different religious preferences. An individual may be absent from work to observe a religious holiday consistent with his or her own religious beliefs and practices when the day is not consistent with the university's official holidays, provided advance notice is given. Pay for these absences are as follows:

a. Benefit-eligible employees may use their accrued compensatory time or annual leave to receive pay for an observed religious holiday that is not an official university holiday.

b. Employees who are not benefit-eligible, or who do not have compensatory or annual leave available, may observe the holiday without pay; or, with advance supervisory approval, employees may make up the hours in the same work week [FSH 3460].

D-6. Benefit-eligible employees are entitled to holiday pay while they are on other approved paid leave, or during any portion of paid or unpaid family medical leave.

E. PARENTING LEAVE. *[add. 7-15]*

E-1. Employees ~~who meet FMLA eligibility requirements (see FSH 3710 M-3)~~ are entitled to ~~16~~ 12 weeks of job protected leave with continuation of group health insurance coverage within 12 months of the birth, adoption, or foster placement of a son or daughter. ~~All Parenting Leave allowed under this Section E is considered Family Medical Leave.~~

Son or daughter means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and ~~"~~incapable~~"~~ of self-care because of a mental or ~~"~~physical disability~~" at the time of the FMLA leave request.~~

E-2. If both parents are employees of the university each is entitled to take the same amount of parenting leave as allowed for a single employee.

E-3. Employees can choose to use a combination of accrued paid leave or unpaid leave. However, ~~E~~employees must first use accrued sick leave (see FSH 3710 M-2) before going on leave without pay. ~~The remainder of the job protected leave will be unpaid, unless the employee chooses to use a combination of accrued annual leave, or compensatory time.~~

E-~~4~~5. ~~Employees are encouraged to familiarize themselves with FMLA guidelines before requesting or granting Parenting Leave. "Fact Sheets" that explain FMLA (numbers 28 through 28M) may be found on the United States Department of Labor Wage and Hour Division website.~~ The Parenting Leave described in this section E. is intended to encompass the University's obligation to provide Family Medical Leave under the federal Family Medical Leave Act ~~for the birth or placement of a son or daughter for foster care or adoption as described in sub-sections M-1.a and M-1.b of this policy.~~ . Parenting Leave under this Section E. may exceed the requirements and benefits for the Family Medical Leave described under sub-sections M-1.a and M-1.b of this policy, but Parenting Leave must, at a minimum, comply with the requirements of the Family Medical Leave Act as set out in Section M of this policy.

E-~~6~~5. Leave may not be used for both foster care and adoption consecutively if foster placement leads to that adoption of the son or daughter.

E-~~7~~6. Alternate or reduced work schedules are addressed in FSH 3710 M-13 b.

E-~~8~~7. See FSH 3710 R-1 for exceptions to University leave policies.

Commented [TA4]: FAC – Unnecessary, see E-4.

Commented [TA5]: FAC: Unnecessary see E-4 below and necessary to remove for the new "C-7 f" to work, per FMLA eligibility rule.

Commented [TA6]: FAC: Unnecessary see E-4 below.

Commented [TA7]: FAC: Unnecessary, first sentence states employee can choose to use a combination of leave.

Commented [TA8]: FAC feels this is unnecessary to state in the FSH and is not done for other federal regulations.

Commented [TA9]: FAC unnecessary, stated in next sentence.

F. MILITARY LEAVE. *[ren. 7-15]*

F-1. Faculty and staff, regardless of whether or not they hold a fiscal-year or academic-year appointment are eligible for leave of up to fifteen (15) working days in a twelve (12) month period for active duty or military training. Leave for State of Idaho military duty or training is limited to fifteen (15) days within a calendar year. Employees who are in board-appointed positions [FSH 3080] are eligible for paid military leave. When called to active duty or training, the university will pay the difference between military pay received from the U.S. or State government, but cannot duplicate pay. This is accomplished by full pay during an approved military leave. The employee must provide documentation of military pay received during leave, within ninety (90) days of return from leave or upon earlier job separation. The employee is required to repay to the university any amount which exceeds their regular base pay for the same period. Unpaid military leave may be requested if the employee knows their military pay will exceed their university pay. Annual and sick leave credit towards length of service for retirement plan, and other vesting will continue to accrue during the fifteen (15) working days of military leave and eligibility for employee health benefits will continue whether military leave is requested with or without pay. An employee at their own option may instead request annual leave on the same basis as any other vacation or other time off and if approved, may use annual leave and retain full military pay. [APM 55.09 and 55.38] *[ed. 7-10]*

F-2. Any employee who is called to active duty and/or is required to serve more than fifteen (15) working days is eligible for up to five (5) years of military leave. Eligibility for employee health coverage will continue at a minimum through the first thirty (30) calendar days of service while on an approved military leave. The employee will be required to pay the employee share of the health care costs, as well as the costs for his/her dependents.

F-3. An employee may use annual leave and/or accrued compensatory time for military service and continue to receive pay and benefits before commencement of military leave.

F-4. Military leave beyond the first fifteen (15) working days is generally granted without pay and benefits. Health care coverage will end for the individual who is called to active duty after the first thirty (30) days of service. However, coverage for his/her dependents may continue for up to an additional six (6) months, provided that the employee has made arrangements with Benefit Services to pay the full cost of coverage, on at least a monthly basis. In this instance, any other coverage provided by U.S. military programs will be primary.

F-5. When on military leave or when his/her dependents are not eligible for coverage elsewhere, the employee or his/her dependents, individually or as a family, may be eligible to continue health care coverage through COBRA.

F-6. An employee may elect to continue group life insurance benefits in effect for the employee or his/her dependents on the date the employee is called to active duty for a maximum period of thirty (30) days. However, the employee must self-pay the full cost, based on rates and eligibility rules afforded to others who are actively at work. Benefits from these programs generally exclude losses resulting from participation in a military organization or from an act of war. An employee may also have the right to life insurance portability or conversion to an individual life insurance policy following termination of benefits in the group plan.

F-7. Upon reinstatement, the employee's health plan will resume as if their employment had not been interrupted.

F-8. In accordance with state and federal law, an employee upon return will be reinstated to his/her former position or a comparable position without loss of seniority, status or pay rate provided the employee returns with an honorable discharge and within five (5) years from departure date from the university.

a. In some situations, re-employment may not be possible, such as when there has been a significant change in circumstances, if re-employment would impose an undue hardship on the university or department, or if the person's employment was temporary in nature, such as positions that are grant-funded for a specific duration and/or temporary help (TH) positions.

1. If the returning employee's skills need upgrading to meet the requirements for a prior or promoted position, the university will make reasonable efforts to refresh or update these skills unless such efforts would create undue hardship for the university.

2. When an employee with a service-related disability is not qualified to perform the essential functions of his/her job after the university has made reasonable efforts to accommodate the disability, the employee may be placed in another position of comparable pay, rank, and seniority.

b. Employees returning from military leave must provide the university with written timely notification of intent to return to their position. The university may require documentation that the person's application for reemployment is timely and that the person's discharge from uniformed services was under honorable conditions. University procedures will follow the applicable state and federal law, including but not limited to the Uniformed Services Employment & Reemployment Rights Act (USERRA), 38 U.S.C. 4301-4333, enforced by Department of Labor's Veterans' Employment & Training Services (VETS) (www.dol.gov/vets.)

F-9. Retirement benefit contributions are suspended while the employee is on unpaid military leave. Upon reinstatement after military leave, reenrollment in the retirement plan will be immediate.

a. Credited state service continues during military leave as though no break in employment has occurred.

b. The employee may elect to make up any employee contributions missed during an approved military leave. Such contributions must be paid into the plan within a period not to exceed three (3) times the length of the military leave, up to a maximum of five (5) years.

c. The university will contribute the regularly scheduled match contributions for any employee make-up payments made in connection with an approved military leave.

d. For purposes of determining eligibility for retiree health coverage, military leave will not count as a break in service provided that re-employment occurs within the parameters of this policy. Further, an employee will receive university service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] during the fifteen (15) days of approved paid military leave; however, the employee will not receive service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] for any unpaid military leave.

F-10. The university will not discharge an employee without cause, as that term is defined by federal USERRA regulations, who is reinstated under the provisions of the USERRA and has served thirty-one (31) to one hundred and eighty (180) days without cause for six (6) months following reinstatement. If the length of military service was more than one hundred and eighty (180) days, but less than five (5) years, the employee will not be discharged without cause for one (1) year following reinstatement.

E-11. This policy is intended to comply with applicable state and federal laws, including the Uniformed Services Employment and Reemployment Rights Act (USERRA) of 1994. To the extent that any provision of this policy is ambiguous and/or contradicts the Act or any other law, the applicable law or Act will prevail.

G. LEAVE FOR COURT REQUIRED SERVICE AND VOTING. *[ren. 7-15]*

G-1. Any employee who is summoned for jury duty or subpoenaed as a witness before a court of competent jurisdiction or as a witness in a proceeding before any federal or state administrative agency will be granted leave. Benefit-eligible employees will be granted leave with pay, except as provided below in F-2. Travel expenses in connection with this duty are not subject to reimbursement by the university. [RGPP II.I.5.a.2; APM 55.09] *[ed. 7-10]*

G-2. An employee must request annual leave or personal leave without pay for the following:

a. appearing as a party in a non-job-related proceeding involving the employee;

b. appearing as an expert witness when the employee is compensated for such appearance; or

c. appearing as a plaintiff or complainant, or as counsel for a plaintiff or complainant, in a proceeding in which the Board of Regents or any of its institutions, agencies, school or office is a defendant or respondent. [RGPP II.I.5.a.]

G-3. Polling places are typically open extended hours and absentee voting is widely available. However, employees who are unable to vote outside of scheduled hours will be allowed time off to vote. If available, an employee may use accrued annual leave, compensatory time or, if approved in advance, may be able to make up time lost to vote within the same work week [FSH 3460] through a flexible work schedule. Otherwise, time off will be approved, but unpaid.

H. LEAVE FOR CAMPAIGNING FOR OR SERVING IN PUBLIC OFFICE. *[ren. 7-15]*

H-1. The president approves requests for leaves of absence for the purpose of campaigning for or serving in public office [RGPP II. I.5.c.]. See FSH 6230 E for provisions concerning leave for campaigning and serving in public office.

H-2. It is the Board of Regent's intent that state salary not be duplicated to an employee serving as a member of the Idaho Legislature. Any leave for serving as a member of the Idaho State Legislature will be unpaid when the Legislature is in session [RGPP II.I.5.c.2.]. Certain benefits may continue during the unpaid leave; however, the employee must pay the full cost of coverage.

I. ADMINISTRATIVE LEAVE. *[ren. 7-15]*

I-1. Administrative Leave is leave with pay and benefits. An employee will continue to receive pay and leave accruals in accordance with their regular rate and maintain eligibility for other benefit programs. (Terminal leave (J) and academic transitional leave (I) are not considered administrative leave.)

I-2. At the discretion of the president or his/her designee, an employee may be granted administrative leave when the state or the university will benefit as a result of such leave. [RGPP II.I.5.d; 3470 B] *[ed. 7-10]*

I-3. Examples of circumstances that may qualify an employee for administrative leave are volunteer fire fighters attending class off campus, official delegates to the annual general convention of Idaho Public Employees' Association, and members of state or local committees, such as the Human Rights Commission, attending official meetings.

I-4. With the approval of the president or designee, an administrator may also use administrative leave to remove an employee from the workplace (for example during an investigation or to mediate an employee relations issue), if approved in advance by Human Resources. The President's Office or Provost's Office, as appropriate must be notified.

I-5. In all cases involving administrative leave with a duration that is more than one bi-week, an electronic personnel action form (EPAF) must be processed. When leave is less than one full bi-week, hours attributed to administrative leave shall be coded as "ADL" on the time/leave record and in the payroll system.

I-6. In the absence of a written agreement to the contrary, an employee on administrative leave must be available for recall to work during regular university business hours in the event that the employee's services are required or he/she is otherwise requested to return to work.

I-7. Under certain circumstances, the university may require the use of accrued annual leave and/or compensatory time.

J. ACADEMIC TRANSITIONAL LEAVE. *[ren. 7-15]*

J-1. Academic transitional leave may apply when an academic administrator steps down from his/her administrative appointment and assumes a faculty appointment. The purpose of academic transitional leave is to prepare the employee for a new faculty appointment. Transition leave is not available in the event of transition from academic faculty to an administrative appointment. Academic transitional leave is granted at the discretion of the university, must be approved by the provost, and approved by the president or designee.

J-2. There is no accrual of annual leave during the period of academic transitional leave. All other benefits and leave accruals are provided on the same basis as afforded to similarly situated employees in a faculty job classification. Annual leave balances should be exhausted prior to a new academic faculty appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by the AVP for Human Resources or designee.

K. TERMINAL LEAVE. *[ren. 7-15]*

K-1. Terminal leave is paid leave received by a terminating employee in lieu of wages at the employer's discretion. An example of terminal leave is leave paid to an employee who is not completing the term of his/her contract at the request of the employer. Sick and annual leave is not accrued during the terminal leave period. Time toward length of service for retirement vesting and eligibility for university retiree health benefits [FSH 3730] will continue. The duration of terminal leave is determined at the discretion of the university.

K-2. During terminal leave, health benefits continue for an employee and his/her covered family members on the same basis as employees of the same classification who are actively at work. The employee's share of all health care contributions, including employee and dependent medical/dental, supplemental life, and/or any other costs of coverage, will be withheld from the employee's pay. Upon separation from employment, the employee and/or his/her covered family members, as a family or individually, may have rights to medical/dental coverage through COBRA.

K-3. The university may require the use of accrued annual leave and/or compensatory time during the terminal leave period or may pay out some or all accrued, but unused balances at the time of termination.

L. SHARED LEAVE. *[ren. 7-15]*

L-1. University employees who earn annual leave may donate annual leave hours to shared leave. Shared leave may be donated to a shared leave pool or to the benefit of a specific eligible recipient. See FSH 3710 L-5 below and APM 55.07 C-3 for conversion of donated leave to shared leave. *[ed. 7-10, rev. 7-15]*

L-2. Eligibility. Benefit eligible employees, including academic year faculty who do not accrue annual leave, are eligible to receive shared leave. *[rev. 7-15]*

a. Qualifying Events. If any benefit-eligible employee [A-6. a.] who has a health condition [L-2.a.1] or whose immediate family member [A-3] has such a condition and the employee is required to take time away from work, and has exhausted all leave, the employee may apply for shared leave when time away from work is a qualified absence as described below (L-2.a.1) but will not be compensated by paid leave or wage replacement programs such as disability and workers' compensation benefits.

1. The health condition of the affected individual must be certified by a competent health care provider to be considered as acceptable evidence by the university, and qualify as a serious health condition as defined by family medical leave [M] to include a need resulting from human organ or bone marrow donation. This provision applies only to the acceptable medical conditions of family medical leave. An employee need not meet the service and other requirements of family medical leave to be considered as an absence eligible for shared leave.

2. An applicant for shared leave who has used his or her own annual leave for purposes other than attending to a medical condition that is known to create potential for an extraordinary need for leave

typically is not eligible for leave from the shared leave pool. Under extraordinary circumstances, such an applicant may request an exception to receive shared leave from directed donations. *[ren. 7-15]*

3. Shared leave that is donated from the shared leave pool is intended for use by employees who intend to return to work. An applicant who wishes to receive shared leave and otherwise meets the criteria of the program and does not intend to return to work may apply for shared leave; however, shared leave in this instance is available only from donations directed specifically to that one recipient. *[ren. 7-15]*

b. Prerequisites. An employee must have used all other available leave such as sick leave, annual leave, and compensatory time to qualify as a recipient of shared leave.

c. Disability Income. To be eligible for shared leave for the employee's own medical condition, employees must first apply for wage replacement benefits that may be available through workers' compensation or disability coverage. Once such benefits begin eligibility for shared leave benefits end. However, an otherwise eligible employee may use shared leave while satisfying the waiting period or after exceeding maximum disability periods for income replacement programs.

L-3. Donating Shared Leave.

a. Employees who have an accrued annual leave balance may donate to shared leave regardless of their funding salary source. Donations may be made to the shared leave pool and accessed by any eligible recipient or donated directly to a specific shared leave recipient. *[rev. 7-15]*

b. Shared leave donations are restricted to direct donation when the donor's annual leave balance is less than forty (40) hours from the maximum leave accumulation limit. In this instance only, the amount of leave actually used by the recipient will be deducted from the donor's account before any balance is taken from the shared leave pool. Donated leave not used by the recipient will be returned to the donor's account or forfeited if the maximum accrual has been reached. Donors can choose to designate any unused direct donations to be added to the general shared leave pool.*[ed. 7-11]*

c. Leave donations made for a specific individual will be drawn from donors' accounts based on a first-received basis. The first donation request received by Benefit Services will be processed before a second donation from other recipients or before hours are withdrawn from the shared leave pool. Donations will be drawn from the donor's annual leave account as the time is transferred and used by the recipient. No leave donation in excess of the recipient's shared leave needs will be taken, unless contributions to the shared leave pool also have been authorized, except as noted above in section b., when donations to the shared pool are restricted.

d. Leave donations may be made in any amount of not less than ½-hour (.50) increments.

e. Shared leave donations may not cause the donor's annual leave balance to fall below forty (40) hours at the time the donation is processed, unless the donor is terminating active employment from the University. Donors should be aware that any shared leave not used by the intended recipient will be returned to the Shared Leave Pool, not returned to the donor(s). *[rev. 7-15]*

L-4. Shared Leave Benefits.

a. Maximum Benefit. The maximum shared leave benefit is limited to four (4) working weeks of leave within a rolling twelve (12) month period. Shared leave hours that are granted will be reflective of the employee's regular percentage of appointment.

b. Shared leave requests are reviewed and granted by the Director of Benefit Services or designee in accordance with this policy. Applicants awarded shared leave will be notified in writing; if the request is denied, the reason(s) for denial shall also be stated in writing. The requestor may appeal a denied request for shared leave. Appeals must be made in writing to the AVP for Human Resources within thirty (30) days

from the date of denial and must reference the applicable sections of policy and reasons why there is disagreement. The AVP for Human Resources will respond to appeals within thirty (30) days.

L-5. Funding and Conversion.

a. Donation Conversion. Hours of donated shared leave are multiplied by the hourly rate of the donor; that amount is recorded as a deposit to the shared leave pool or the directed recipient's account and subtracted as hours from the donor's annual leave balance.

b. Recipients Conversion. The recipient's hours of shared leave need is multiplied by the recipient's hourly rate and subtracted from the shared leave pool.

Sick leave is a liability that is funded only through base salary. Funding for a full year of base salary is provided for most positions. If an employee is absent without pay the department typically has received funding for the duration of the employee's full appointment and would achieve salary savings as a result. The only exceptions would apply to those working from certain special funding sources or who hire a temporary replacement during the period of unpaid leave. Consequently, the department of the employee who will receive shared leave is responsible for funding the pay its employee will receive during leave from shared leave donations.

c. Donors may donate annual leave regardless of their salary-funding source. The department or sponsored research project gains the hours the employee would have taken for annual leave when their employee makes a donation.

M. FAMILY MEDICAL LEAVE. *[ren. 7-15]*

M-1. Family medical leave may be requested by an eligible employee for the following reasons:

a. the birth of a son or daughter of the employee and/or in order to care for such son or daughter; *[rev. 7-15]*

b. the placement of a son or daughter with the employee for adoption or foster care; *[rev. 7-15]*

c. to care for an immediate family member as defined in [A-3] of this policy with a serious health condition as defined in [M-5] of this policy;

d. because of the employee's own serious health condition [M-5]; or

e. to serve as a human organ or bone marrow donor.

The entitlement to leave under subparagraphs (a) and (b) of this section M-1 for a birth or placement of a son or daughter is encompassed in the Parenting Leave described in Section E, of this policy. ~~All leave taken under Section E. Parenting Leave shall be considered Family Medical Leave.~~ *[add. 7-15]*

Commented [TA10]: FAC: unnecessary, previous sentence is sufficient and language in E-4 covers this statement.

M-2. Family medical leave and/or servicemember family medical leave is leave without pay. However, when the absence also qualifies for the use of sick leave, if available, sick leave must be used first in conjunction with family medical leave before any period of unpaid absence. Once sick leave has been exhausted or when the type of absence does not qualify for the use of sick leave, the entire absence or remainder of the approved family medical leave will be unpaid, unless the employee chooses to use any combination of compensatory time, annual leave, or shared leave (if eligible; L). *[rev. 2-08]*

M-3. Eligibility. All ~~If the~~ benefit-eligible employees qualify for FMLA benefits from the first date of employment. ~~has been employed by the university for a minimum of twelve (12) months and has worked at least 1250 hours during the previous twelve (12) month period prior to the requested leave, the employee is eligible for family medical leave.~~ *[rev. 7-15]*

M-4. Length of Leave. A maximum of up to twelve (12) weeks or a total of 480 hours of family medical leave may be granted to eligible full-time employees during a rolling twelve (12) month period. Eligible part-time employees may be granted up to twelve (12) working weeks of leave or a total number of hours consistent with their regular work schedule within a twelve (12) week period. (i.e. 20 hours per week x 12 weeks = 240 hours). The period is measured from the date the employee last used/exhausted family medical leave or became employed by the university to the date leave is to begin. Family medical leave may be taken on a continuous, intermittent, or reduced-hour basis. *[rev. 7-15]*

M-5. Definitions. *[rev. 7-15]*

a. "Serious health condition" is defined as an illness, injury, impairment or physical or mental condition that involves any period of incapacity or treatment connected with in-patient care (i.e. overnight stay) in a hospital, hospice, or residential medical-care facility, and any period of incapacity or subsequent treatment in connection with such in-patient care; continuing treatment by a health care provider, which includes any period of incapacity (i.e. inability to work, attend school, or perform other regular daily activities) due to a health condition (including treatment for or recovery from) lasting more than three (3) consecutive days; and any subsequent treatment or period of incapacity relating to the same condition, that also includes:

1. treatment two (2) or more times by or under the supervision of a health care provider; or one treatment by a health care provider with a continuing regimen of treatment; or
2. pregnancy or prenatal care. A visit to the health care provider is not necessary for each absence; or
3. chronic serious health condition, which continues over an extended period of time, requires periodic visits to a health care provider, and may involve occasional episodes of incapacity (e.g. asthma, diabetes). A visit to a health care provider is not necessary for each absence; or
4. permanent or long-term condition for which treatment may not be effective (e.g. Alzheimer's, a severe stroke, terminal cancer). Only supervision by a health care provider is required, rather than active treatment; or
5. absences to receive multiple treatments for restorative surgery or for a condition which would likely result in a period of incapacity of more than three days if not treated (e.g. chemotherapy or radiation treatments for cancer).

M-6. Health benefits continue during family medical leave on the same basis as for any similarly situated employee who is actively at work, regardless of whether the employee is using other forms of accrued leave or taking leave unpaid. The employee's share of cost for health coverage is the amount that is typically payroll-deducted for the employee's own coverage and/or coverage for his/her dependents. The employee is responsible for payment of these amounts during leave. Payroll deductions will be continued for any portion of the leave that is paid. During any portion of leave when no pay is received, the employee must make arrangements to self-pay these amounts. Retirement plan contributions, accruals for sick and annual leave and credit toward vesting are suspended during unpaid portions of family medical leave.

M-7. All qualified absences, including those due to a work-related injury, will be considered as family medical leave.

M-8. If there are reasonable circumstances to support that an employee's absence qualifies as family medical leave, the university has the right to classify such absence as family medical leave.

M-9. When the need for family medical leave is foreseeable, an employee must request an application for family medical leave at least thirty (30) days in advance of the need for leave. Application assistance is available from Benefit Services. When events are not foreseeable, employees must provide as much notice as is possible. Application for family medical leave after a return from absence is not recommended; rights to preserved employment and benefits may be adversely affected. In any event, absent extraordinary circumstances, an employee may not claim an absence as a qualified family medical leave event unless done so within the first two (2) days of return from an absence.

M-10. When leave is taken for personal illness or to care for an immediate family member with a serious health condition, leave may be continuous or intermittent and may include a reduction in hours worked. For intermittent leave, the employee must provide certification from the health care provider caring for the employee and/or family member stating the leave must be taken intermittently. Employees needing intermittent leave must attempt to schedule their leave so as not to disrupt university operations. The university reserves the right to assign an employee to an alternative position with equivalent pay and benefits that better accommodates the employee's intermittent or reduced leave schedule.

M-11. Employees on family medical leave are required to provide documentation to Benefit Services as requested, including intent to return to work. During leave, the university may require an employee to re-certify the medical condition that caused him/her to take leave. A return-to- work release from the health care provider is required before an employee absent due to his or her r own serious health condition may return to work.

M-12. Family medical leave requests for medical treatment or care giving requires certification from the health care provider documenting medical necessity.

M-13. Family medical leave requests for parenting must be approved in advance and completed within twelve (12) months of the birth, adoption, or foster care placement of a child.

a. Shared leave (if granted) may be used for the disability period related to childbirth. *[rev. 7-15]*

b. Intermittent leave or reduced work schedule requests for parenting may not be granted, or may be cancelled by the university with thirty (30) days written notice, based on business needs of the university.

M-14. Family medical leave taken by two (2) university employees to care for a family member who has a serious health condition consists of a maximum twelve (12) weeks of leave for each employee. Family medical leave for parenting is addressed in FSH 3710 E. *[rev. 7-15]*

M-15. If the university obtains information from a credible source, such as the workers' compensation authority, disability carrier, or a medical practitioner, that alters, changes, casts doubt, or fails to support continued leave or the leave application, the university has the right to:

a. revoke leave;

b. not grant leave;

c. require new evidence to support the leave request;

d. require the employee to return to work if the leave is not substantiated; and/or

e. when appropriate under applicable employee discipline policies [FSH 3910, 3920, and 3930], take disciplinary action, up to and including dismissal.

M-16. Upon return from family medical leave, employees will be assigned to their same or similar position with equivalent pay and status with or without reasonable accommodation, as appropriate, in accordance with the Americans with Disabilities Act. Job reassignment must be coordinated with Employment Services and approved by the AVP for Human Resources or designee. The university has no obligation to restore employment to temporary hourly (TH) or other employees if the employment term or project is over and the university would not otherwise have continued employment.

M-17. Family medical leave is not intended for individuals who do not plan to return to work. An employee who applies for and is granted family medical leave and fails to return to work for at least thirty (30) days upon the expiration of their family medical leave period may be obligated to repay the costs of health coverage provided by the university during any portion of family medical leave. If the university is notified that the employee does not intend to return to work, the family medical leave period will terminate immediately and the employee will be separated from employment on that date. Medical, dental and under some circumstances Health Care Spending Accounts may be continued through the Consolidated Omnibus Budget Reconciliation Act (COBRA). Options for life insurance portability or conversion may also be available. Job separation under these circumstances will result in a lump sum payment of annual leave and/or compensatory balances. In addition, the employee will no longer have a right to restoration to the same or equivalent position. The employee is responsible for contacting Employment Services to arrange for an exit interview.

N. SERVICEMEMBER FAMILY AND MEDICAL LEAVE. The federal Family and Medical Leave Act (FMLA) now entitles eligible employees to take leave for covered family member's service in the Armed Forces (Servicemember Family and Medical Leave) in two instances. This section of the policy supplements the above family medical leave policy and provides general notice of employee rights to such leave. Except as stated below, an employee's rights and obligations to servicemember family and medical leave are governed by the general family medical leave policy. *[add. 2-08, ren. 7-15]*

N-1. Definitions: The following definitions are applicable to this section of the policy.

a. "Eligible employee" is a spouse, son, daughter, parent, or for purposes of caring for a family member, the next of kin of a covered family member.
b. "Next of kin" is the nearest blood relative of a family member who is in the Armed Forces.
c. "Covered family member" means any family member who is a member of the Armed Forces, including a member of the National Guard or Reserves, regardless of where stationed and regardless of combative activities.

N-2. Leave Entitlement: Eligible employees are entitled to take servicemember family and medical leave for any one, or for a combination of the following reasons:

a. Any "qualifying exigency" (as defined by the Secretary of Labor) arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a "contingency operation," and/or
b. To care for a covered family member who has incurred an injury or illness in the line of duty while on active duty in the Armed Forces, provided that such injury or illness may render the covered family member medically unfit to perform duties of the family member's office, grade, rank or rating.

N-3. Duration of servicemember family and medical leave:

a. When leave is due to a qualifying exigency: an eligible employee may take up to 12 work weeks of leave during any 12-month period.
b. When leave is to care for a covered family member: an eligible employee may take up to 26 workweeks of leave during a single 12-month period to care for the covered family member. Leave to care for a covered family member, when combined with other qualifying family medical leave may not exceed 26 weeks in a single 12-month period.
c. Concurrent leave: servicemember family and medical leave runs concurrent with other leave entitlements provided under federal, state and local law.

O. PERSONAL LEAVE. *[ren. 2-08, 7-15]*

O-1. Any employee not covered by another university leave type within this policy may request a personal leave of absence.

O-2. Personal leave is leave without pay and without benefits. However, the supervisor may require the use of sick, annual or any other type of accrued leave if the absence qualifies and leave is available. Personal leave may be taken with pay and benefits when other paid leave such as annual leave is taken concurrently. In rare circumstances, leave may be approved without pay, with continued benefits, but only when approved as an exception and only when doing so meets the business needs of the university. Hiring units are responsible for funding the benefits under these circumstances. [APM 55.38] *[ed. 7-10]*

O-3. Reasons for requesting a personal leave may include, but are not limited to, religious, personal, and educational matters or for extension of any leave when all other leaves have been exhausted.

O-4. All requests for personal leave must be made to the supervisor in writing. A leave of three (3) working days or less can be approved by the supervisor and are recorded by the timekeeper on the employee's time record as LWB. The president or his/her designee (i.e., provost) must approve a personal leave which exceeds three (3) working days. Personal leave is not guaranteed and is granted on a case-by-case basis, with the approval of the supervisor and the unit administrator, based on the business needs of the university.

O-5. The president or designee (i.e. provost) may grant personal leave without pay with or without benefits for a period of up to one (1) calendar year, with extensions not to exceed a total of three (3) successive calendar years [RGPP II.I.5.c.1]. Consideration is given to such requests on an individual basis in the light of the reason for which it is requested, whether it is leave with or without paid benefits and the effect that granting it will have on the employee's unit or program.

O-6. When a personal leave of absence is granted, the university assures reinstatement of the individual to a position of similar status and pay, but only to the extent that such position continues to exist and would have continued to exist had no leave been taken. Return to work in the same job within the same department is not promised.

O-7. During personal leave without pay an employee is not eligible for holiday pay, the accrual of sick or annual leave, or the use of medical appointment leave, and may not be granted any other type of leave of absence such as family medical or military leave until the employee has first returned to work under active status and otherwise qualifies for such leave.

O-8. An employee who has received approval from the president or his/her designee for a personal leave without pay without paid benefits ***may*** continue to contribute toward and receive the benefits of the institution's insurance and retirement programs, if the laws, rules, regulations, policies and procedures governing the administration of such insurance and retirement programs permit. [RGPP II.I.5.c.3]. Employees should consult Benefits Services for more detailed information on how personal leave without pay will impact their benefits and their rights to continue coverage through COBRA and life insurance conversion or portability. [APM 55.09 and 55.38] *[ed. 7-10]*

O-9. Employees who are granted a personal leave of absence without pay are responsible for making arrangements with Benefit Services, before the leave begins, for the continuation or discontinuation of benefits. Also, they should call Benefit Services on their return to active status to make sure that any benefits that had been discontinued are reinstated or to adjust for changes that occurred while they were on leave. [APM 55.38] *[ed. 7-10]*

O-10. Personal leave is not intended as a vehicle to continue benefits for periods when employees are not working due to academic or seasonal work schedules or for a reduction in hours.

P. EXTENDED FAMILY MEDICAL LEAVE. *[ren. 2-08, 7-15]*

P-1. Extended family medical leave (EFML) extends job protection and health benefits beyond the expiration of family medical leave. EFML is intended for the following:

a. Individuals who plan to return to work and have a prognosis to support return to work with assumption of full duties and responsibilities of their position, with or without reasonable accommodation, within a total absence period of no more than twelve (12) consecutive months; or

b. Individuals who do not have an acceptable prognosis to return to work, but whose absence qualifies for the use of sick leave and who have an unused sick leave balance upon the expiration of family medical leave.

P-2. EFML and other options for an employee's return to work following an approved family medical leave must be coordinated through Benefit Services, approved by the supervisor, and are granted at the discretion of the university, but are not guaranteed. EFML may not exceed nine (9) consecutive months. *[ed. 2-08]*

P-3. Acceptable medical certification and/or other documentation to support a prognosis for return to work must accompany all requests for EFML. If acceptable medical certification and/or other documentation are not provided, notice of contemplated job action to separate the employee from employment at the expiration of family medical leave may be served upon the employee if all sick leave has been exhausted.

P-4. If there is not a prognosis to return to work as defined above [O-1], notice of contemplated action for job separation will be issued. However, if the employee has a remaining sick leave balance and his/her condition qualifies for the use of sick leave, employment and EFML leave will be extended through the earlier of: *[ed. 2-08]*

a. the date in which all sick leave will be exhausted; or
b. expiration of six (6) months of accumulated leave, measured from the date in which leave was first granted for the same condition.

All sick leave is forfeited upon separation from employment, except as provided in O-6, or as provided in (Idaho State Code 53-4001) rights to reinstate sick leave upon return to work for any State of Idaho agency. *[ed. 2-08]*

P-5. Sick and all other available paid leave must be used concurrently with and taken first before any period on unpaid leave during EFML. EFML is leave with benefits but without pay, unless accrued sick or annual leave or compensatory time is used.

P-6. An employee with a sick leave balance who separates from employment upon the expiration of EFML and qualifies as a disabled retiree, or as a retiree eligible for any tier of university retiree medical coverage that requires retiree cost sharing, may convert a predetermined amount of the unused sick leave to pay for the retiree's share of the cost for their own university medical coverage. [FSH 3730]

P-7. Health benefits will continue during an approved EFML in the same manner afforded to any employee of the same classification who is actively at work.

a. The employee must make arrangements to self-pay his/her share of employee and dependent benefit costs during any portion of EFML that is unpaid.

b. Sick leave, annual leave, holiday pay and credited service hours toward vesting of annual leave accruals and retirement are not continued during any portion of leave that is unpaid.

c. Short and/or long-term disability wage replacement payments and/or actively at work provisions for death and other benefits provisions within PERSI and similar contracts refers to an employee being actively at work (employed and not on leave) on the date in which the disability has first begun. An employee whose condition began before taking a leave of absence and who has qualified or met the conditions in accordance with provisions set by the carrier will continue to receive benefits and/or remain eligible for such benefits during Extended Family Medical Leave, and/or upon separation from employment if unable to return to work. [Refer to Disability and Retirement Plan Handbooks www.hr.uidaho.edu/benefits]

P-8. Employees who have been granted EFML are required to provide documentation to support progressive medical improvement. Medical certification and other documentation may include temporary restrictions of duties and/or periods of part-time work. However, restrictions of job duties and/or part-time work restrictions must be approved by Human Resources and the hiring authority, and must intend and attempt to phase an employee back to work to a level of full assumption of job duties, with or without reasonable accommodation.

P-9. During EFML, the university may require reasonable periodic re-certification and updates regarding the employee's medical condition, prognosis for improvement, and fitness for duty. A release to return-to-work from the health care provider is required before an employee may return to work. The university, at its own expense, may require medical pre-screening for return to work in a position that includes pre-employment medical pre-screening to ensure the safety and fitness for prescribed job duties before an employee is allowed to return to work with or without restriction of job duty.

P-10. When an employee's own medical condition or restriction is expected to be chronic, or when the condition fails to progressively improve, notice of contemplated action and job separation or accommodation of disability under ADA should be explored.

P-11. If at the expiration of the EFML period the employee is still unable to perform the essential duties of his/her position with or without reasonable accommodation, the university has the right to separate any employee from employment and/or to end EFML and begin job separation when the medical prognosis ceases to support a return to work within EFML limits. [FSH 3910, 3920 and 3930]

Q. LEAVE FOR PROFESSIONAL IMPROVEMENT. *[ren. 2-08, 7-15]*

Q-1. Leave for professional improvement is paid leave with benefits for the purpose of participating in professional development programs or experiences for an extended period of more than two (2) weeks to attain or enhance a skill set that will result in a mutual benefit to the both the university and the employee.

Q-2. Members of the faculty who hold the rank of instructor or above, exempt employees, and classified staff are encouraged to participate in programs of professional improvement. (Tenured faculty may also be eligible for sabbatical leave and should refer to FSH 3720.) Generally, on the recommendation of an applicant's administrative supervisor, and with the approval of the dean/director and the provost/vice president, professional improvement leave may be granted under the following conditions (individual departments may have additional requirements and restrictions):

a. To participate in this plan, the faculty or staff member must have completed four (4) years of service before the time the leave is to begin.

b. Generally, at least two (2) years of service must intervene between a sabbatical leave and a leave for professional improvement or at least five (5) years of service must intervene between a leave for professional improvement and a subsequent request for the same type of leave.

Q-3. The employee requests professional improvement leave with pay by submitting a letter of application to the supervisor at least three (3) months before the leave is to begin. The letter should address the professional development to be derived from the leave, what activities (i.e. research, writing, experience, etc.) will be involved to achieve the professional goals, the duration of the leave, the level of support requested, and the source of funds, if known.

Q-4. Persons granted leave under this policy are expected either to return to the active service of the university for at least one academic or other full work year after completion of the leave, or are required to repay the money received from the university for the period of professional improvement leave granted.

Q-5. The employee must submit a report to the supervisor, the dean/director, and the provost/president regarding his or her developmental experience upon return to active work status.

Q-6. The employee may request approval to use accrued annual leave and to have an equal amount of administrative leave with pay granted to permit his or her participation in a program of professional improvement.

R. EXCEPTIONS. *[ren. 2-08, 7-15]*

R-1. Exceptions to these policies may be considered to the extent that such an exception is not contrary to state and federal laws, the Board of Regent policies and procedures, and are considered in the best interest of the university. The respective unit administrator, the AVP for Human Resources or designee, and the president or designee as required, can grant exceptions. A request for exception must be submitted and approved by the supervisor and forwarded to the AVP for Human Resources for further consideration of all approvals.

RATIONALE FOR PROPOSED STUDENT FEEDBACK FORM

TEACHING AND ADVISING COMMITTEE

Motivation: The evaluation of instructors by students at the University of Idaho serves two synergistic purposes, to evaluate instructors (both annually and for tenure and promotion) and to inform instructors' self-assessment. In this document we articulate how each of the questions in this new questionnaire contribute to one or both of these purposes. In our view, this revision of the feedback form significantly improves the second function while preserving the first.

Effective teaching is dynamic. The student population is changing nationally and more specifically at the UI. As a result, we need to evaluate our teaching because: (a) it's the right thing to do for continuous improvement, (b) the UI is attracting more first generation students and more students from underrepresented populations. Consequently, it is necessary for us to reflect on our teaching to evaluate the extent to which it is meets students' needs and interests related to learning.

The data collected from such questionnaire is most trustworthy when the response rates are high. From our committee's experiments with our own courses, we have seen that response rates rise dramatically when instructors actively encourage students to provide end-of-semester feedback. Unfortunately, for historical reasons, there is a low confidence within the faculty of the efficacy of the existing student evaluation system. In short, the well is poisoned. This new form represents an opportunity to reestablish trust between students, faculty, and administration.

Questions 1, 2, and 3: The first two questions on the form are intended to serve a dual purpose. First, they give context for the participation of the respondent in the course and prepare the student to consider their role in the educational process. Second, they give the instructor information about the student's perception of the content and difficulty of the course.

Questions 4 and 5. These are the research validated questions that may be used for summative assessment of the instructional atmosphere of a course.

Question 6. This question probes the communications between instructor and student outside of the classroom.

Questions 8 and 9. The final questions greatly improve the formative function of this tool by asking students to reflect on positive and negative aspects of the course. Similar questions have been used by members of the committee to great effect in self-administered midterm evaluations.

Reporting and Use of Data. In order to inspire confidence in the summative results of student evaluations, it is of utmost importance that the summary data be reported with contextual information. This contextual information should include some normalizing of the results as well as a narrative which explains what conclusions can legitimately be drawn from the summative data. We also strongly recommend providing robust training to all administrators tasked with evaluating instructors so that they are able to combine the information gleaned from this instrument with other evidence (eg. peer observation, document analysis) in order to make a well-formed evaluation of instructor performance.

Date: December 11, 2015.

In addition to the changes in *FSH* Section 2700, the Faculty Council approved changes in the instrument to be used in the evaluation process. That revision was approved in May 2001 and then reviewed and revised by the Faculty Council in the Fall of 2001.

Proposed Instructor/Course Evaluation Form

What grade do you expect to receive in this class?	A	B	C	D	F
What grade were you working to attain?	A	B	C	D	F
How often did you attend class?	90%+	80%+	70%+	60%+	<60%
How often were you fully prepared for class?	90%+	80%+	70%+	60%+	<60%
How would you rate the quality of your effort in this class?	A	B	C	D	F

The items below ask for your evaluation of your experience in [Course Number] this semester. In each case the scale is 0 to 4, with 4 being the highest rating and 0 the lowest rating.

1. Instructor

Rate the instructor of this course relative to each of the qualities listed below. *(highest rating is 4)*

(Menu questions from the "Instructor" section placed here) **4 3 2 1 0**

Overall, how would you rate the instructor's performance in teaching this course? 4 3 2 1 0

Comment on the instructor's performance. What was most helpful? What could be improved?
[text input]

2. Course

Rate the course itself relative to each of the qualities listed below. (highest rating is 4)

(Menu questions from the "Course" section placed here) **4 3 2 1 0**

Overall, how would you rate the quality of this course? **4 3 2 1 0**

Comment on the quality of this course. What was most helpful? What could be improved?

Menu questions can be selected from a list or can be written by the instructor for each course.

December 2015 – proposed student feedback form

Student feedback on an academic course and learning environment

1. How often did you attend class or online learning environment? (Circle one)
    Less than 60%
    60%+
    70%+
    80%+
    90%+

2. How many hours per week (outside of class) did you do work for this course? (Circle one)
    Less than 2 hrs.
    2+ hrs.
    4+ hrs.
    6+ hrs.
    8+ hrs.

Please use the following scale to answer questions 3, 4 and 5.
SD – strongly disagree; D – disagree; N – neutral; A – agree; SA – strongly agree

3. The instructor expressed clear expectations for learning outcomes in this course.

4. Overall, how would you rate the quality of this course?

5. Overall, how would you rate the instructor's performance in teaching this course?.

6. The instructor was helpful to me outside of class. (Circle one)
    No
    Yes
    N/A (I did not seek help from the instructor outside of class)

Comments:

7. What were some positive aspects of the course that supported learning?

Comments:

8. What aspects and/or content of the course could be improved to better support learning?

Comments:

UCC-16-002

TO: **University Curriculum Committee**

FROM: **Prior Learning Assessment Work Group**

RE: **Policy on Prior Learning Assessment**

DATE: **June 8, 2015**

Prior Learning is an alternative education or experience-based learning that has been attained outside the sponsorship of an accredited postsecondary education institution. Credit for Prior Learning (CPL) includes learning acquired from work experiences, community and volunteer extension courses, and participation in informal courses and in-service training sponsored by associations, business, government, and industry. Credit for prior learning is awarded for college-level learning experiences which entails knowledge and skills. Credit for prior learning will not be awarded for professional experiences without supporting documentation.

Prior learning assessment methods include Advanced Placement Examinations (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), General Certificate of Education Examinations (A-Level), Global Assessment Certificate Examinations; DANTES Subject Standardized Tests (DSST); military courses; portfolio review; credit by examination; technical competence; and vertical course credit.

The University of Idaho recognizes that some non-traditional students may have gained technical expertise through professional and/or occupational experience. For those programs (e.g., Career-Technical Education, Industrial Technology) that award academic credit for technical competency, the student must submit a portfolio that documents trainings, credentials and related on-the-job experiences. Documentation to provide evidence of technical competency can include but not be limited to: certificates, transcripts, licenses, letters of reference, curriculum vitae/resume. Regardless of the content of the portfolio, a small committee of experts comprised of members of the respective program, evaluate the candidate’s portfolio for both the quality of the professional experience for gaining technical competency and for the quantity of academic credits to be awarded.

Faculty, as the content specialists, will assess and recognize prior learning and will make the determination of credit awards, with external advice as necessary. Credit may be granted only upon the recommendation of faculty who are appropriately qualified to assess the prior learning.

Credit will be awarded at the undergraduate level based on demonstrated learning outcomes within the subject, course, or programs offered by the University. The number of credits to be granted will be determined based on the University’s requirements for academic credit. Credit for prior learning is limited to 25% of the minimum number of credits needed for a baccalaureate degree.

UNIVERSITY CURRICULUM COMMITTEE
Curricular Proposal Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College:	College of Natural Resources
Department/Unit:	Forest, Rangeland, and Fire Sciences
Dept/Unit Approval Date:	September 14, 2015
College Approval Date:	

Curricula Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Degree:	
Major:	
Minor:	
Academic Certificate:	Fire Ecology, Management, and Technology – Graduate
Teaching Major/Minor:	
Curriculum:	Original: [online] denotes courses available through distance learning *Note: A grade of 'B' or higher is required in all coursework for this academic certificate.* Fire Ecology Course Group (3 cr): For 326 Fire Ecology and Management (3 cr) For 426 Global Fire Ecology and Management (3 cr) [online] For 526 Fire Ecology (3 cr) [online] Ecology Course Group (2-4 cr): For 330 Forest Soil and Canopy Processes (4 cr) For 531 Invasion Biology (3 cr) REM 429 Landscape Ecology (3 cr) REM 440 Wildland Restoration Ecology (3 cr) [online] REM 459 Rangeland Ecology (2 cr) [online] REM 460 Integrating GIS and Field Studies in Rangelands (2 cr) Fuels and Fuels Management Course Group (2-3 cr): For 427 Prescribed Burning Lab (3 cr) For 433 Fire and Fuel Modeling (2 cr) [online] For 450 Fire Behavior (2 cr) For 451 Fuels Inventory and Management (3 cr) [online] Applied Tools and Analysis Course Group (3 cr): For 375 Introduction to Spatial Analysis for Natural Resource Management (3 cr) For 435 or For 535 Remote Sensing of Fire (3 cr) For 472 or REM 472 Remote Sensing of the Environment (4 cr) For 570 Advanced Remote Sensing Measurement Methods (3 cr) For 572 Spatial and Biophysical Modeling (3 cr) Geog 475 Intermediate GIS (3 cr)

REM 407	GIS Application in Fire Ecology and Management (2 cr) [online]
Management, Planning and Policy Course Group (2-4 cr):	
CSS 490	Wilderness and Protected Area Management (3 cr)
CSS 573	Planning & Decision Making for Watershed Management (3 cr)
For 424	Forest Dynamics and Management (4 cr)
For 430	Forest Operations (3 cr)
For 454	Air Quality, Pollution, and Smoke (3 cr) [online]
For 462	Watershed Science and Management (3 cr)
For 484	Forest Policy and Administration (2 cr)
For 529	Forest Ecosystem Analysis (3 cr)
For 585	Natural Resources Policy Analysis (2 cr)
REM 456	Integrated Rangeland Management (3 cr)
WLF 492	Wildlife Management (4 cr)
Electives to total 15 for the certificate	

Note: A grade of 'B' or higher is required in all coursework for this academic certificate.

Fire Core (8 cr)	
For 526	Fire Ecology (3 cr) [online]
FOR 546	Science Synthesis and Communication (3 cr) [online]
FOR 587	Wildland Fire Policy (2cr) [online]
~~Fire Ecology Course Group (3 cr):~~	
~~For 326~~	~~Fire Ecology and Management (3 cr)~~
~~For 426~~	~~Global Fire Ecology and Management (3 cr) [online]~~
~~For 526~~	~~Fire Ecology (3 cr) [online]~~
Ecology & Management Course Group (2-34 cr):	
REM 507	Landscape and Habitat Dynamics (3 cr) [online]
For 531	Invasion Biology (3 cr)
REM 429	Landscape Ecology (3 cr)
REM 440	Wildland Restoration Ecology (3 cr) [online]
REM 459	Rangeland Ecology (2 cr) [online]
For 529	Forest Ecosystem Analysis (3 cr)
For 427	Prescribed Burning Lab (3 cr)
FOR 557	Advanced Fire Behavior (3cr) [online]
For 451	Fuels Inventory and Management (3 cr) [online]
~~Fuels and Fuels Management Course Group (2-3 cr):~~	
~~For 427~~	~~Prescribed Burning Lab (3 cr)~~
~~For 433~~	~~Fire and Fuel Modeling (2 cr)~~
~~For 450~~	~~Fire Behavior (2 cr)~~
~~For 451~~	~~Fuels Inventory and Management (3 cr)~~
~~Applied Tools and Analysis Course~~ Tools & Technology Group (~~3~~ 2-4 cr):	
For 435 or For 535	Remote Sensing of Fire (3 cr)
For 472 or REM 472	Remote Sensing of the Environment (4 cr)
~~REM 407~~REM 510	GIS Application in Fire Ecology and Management (2 cr) [online]
~~Management,~~ Planning and Policy Course Group (~~2~~ 34 cr):	
CSS 573	Planning & Decision Making for Watershed Management (3 cr)
FOR 584	Natural Resource Policy Development (3 cr) [online]
REM 456	Integrated Rangeland Management (3 cr)
~~WLF 492~~	~~Wildlife Management (4 cr)~~
Electives to total 15 for the certificate	

Distance Education Availability

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

The U.S. Department of Education defines distance education as follows: *Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include-*

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program be completed via distance education?*	Yes**	X	No	
**If Yes, can 100% of the curricular requirements of this program be completed via distance education?	Yes	X	No	

***Note: 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 C change and must complete the program proposal formwork before these changes will be processed.**

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow	X		
Coeur d'Alene	X		
Boise*	X		
Idaho Falls*	X		
Other*,**	X	Location(s):	Everywhere – certificate can be completed online

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost for additional information.

**Note: If Other is selected identify the specific area(s) this program will be offered.

Rationale and Assessment Information

Rationale for approval of this request; include an explanation of how the department will manage the added workload of this new course and any relevant assessment information that applies to this course:

In the existing graduate certificate > 50% of its requirements can already be achieved via distance education.

Following program and curricula review by an employer's summit and other stakeholder meetings, we are seeking to make the graduate certificate more accessible to students seeking a holistic understanding of fires role in the environment. These changes are made to (1) ensure that students can either complete the certificate either 100% online, (2) remove several undergraduate courses to put emphasis on graduate level education, (3) remove dormant course or courses that are not directly relevant to the degree, (4) add additional online graduate courses that have been recently developed, and (5) align the graduate certificate with the Fire Ecology and Management option in the online Masters of Natural Resources to better enable students to feed into that MS program.

These changes should not change faculty workload as existing faculty and courses are involved.

Office of the Registrar Information

Date Received by UCC Secretary:	10/09/2015
UCC Item Number:	16-026a
UCC Approval Date:	01/25/2016
General Curriculum Report Number:	282

University of Idaho

UCC-16-026b

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	Natural Resources		
Department/Unit:	Natural Resources and Society		
Dept/Unit Approval Date:	October 15, 2015	Vote Record:	unanimous
College Approval Date:	Nov 13 - 2015	Vote Record:	unanimous
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):			

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:	X	Modify:		Discontinue:			
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	12
Option:							
Emphasis:							
Minor:							
Academic Certificate less than 30 credits:	Remote Sensing of the Environment						
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*	The objective of the certificate is to provide students with the scientific background and technical skills required for using Remote Sensing as an analytical tool for environmental investigation. These skills are increasingly demanded by employers - both in the private and public sector - in fields such as natural resources management, land planning, sustainable development, disaster preparedness and mitigation. The students will become familiar with the sources of remotely sensed data (both aerial and satellite systems), with the state of the art processing techniques needed to generate thematic datasets, and will be able to integrate remotely sensed datasets into Geographic Information Systems (GIS). The required and optional courses have a strong emphasis on practical applications, and the students will have the opportunity of gaining proficiency in the use of some software packages most widely used in professional settings.						

UCC-16-026b

Program Component Curriculum: *Required courses*	Required: Requirement A: **One of the two** below courses: FOR375 Intro to Spatial Analysis in Natural Resources (3 cr.) or GEOG 483 Remote Sensing/GIS integration (3 cr.) Requirement B: The **two following courses**: FOR435 Remote Sensing of Fire (3 cr.) FOR472 Remote Sensing of the Environment (4 cr.) Requirement C: **One** of the following: LARC 395 GIS Applications in Land Planning (3 cr.) REM 407 GIS Applications in Fire Ecology and Management (2 cr.) REM 429 Landscape Ecology (3 cr.) REM 460 Integrating GIS and Field Studies in Rangelands (2 cr.) GEOG 424 Hyrdologic Applications in GIS and Remote Sensing (3 cr)

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	X	
Brief Description of financial impact:	Limited if any financial impact. Required courses for this certificate already exist, with corresponding faculty resources.			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

CNR currently requires an introductory natural resources focused geospatial course as part of the college core. This certificate would build upon our strengths in geospatial education to offer students further opportunities to develop expertise in the area of remote sensing, a rapidly developing tool for natural resource management and problem solving. Information from students, industry, and interested external stakeholders has indicated a strong preferences for this type of focused, technical skill oriented certificate. Currently NRS has strong faculty expertise in remote sensing education and when combined with additional resources available outside of the department, there will be limited added workload. Additionally, all courses for the certificate currently exist, thus limiting additional resource needs,

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by UCC Secretary:	12/02/2015		
UCC Item Number:	UCC-16-026b		
UCC Approval Date:	01/25/2016	Vote Record:	Unan
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

University of Idaho
A LEGACY OF LEADING

UCC-16-026c

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	College of Natural Resources		
Department/Unit:	Department of Forest, Rangeland, and Fire Sciences		
Dept/Unit Approval Date:	Nov 9, 2015	Vote Record:	2 abstain
College Approval Date:	Nov 13, 2015	Vote Record:	unanimous
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Randy Brooks, rbrooks@uidaho.edu		

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:	x	Discontinue:			
Graduate Level:		Undergraduate Level:	x	Law Level:		Credit Requirement:	
Option:							
Emphasis:							
Minor:							
Academic Certificate less than 30 credits:							
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*							
Program Component Curriculum: *Required courses*							

UCC-16-026c

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	Forest Resources (B.S.For.Res.)
New Name:	Forestry (B.S.Forestry)
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	X	
Brief Description of financial impact:	Change of marketing materials to accommodate revised name. Change of web and registrars information.			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

Following discussions with faculty and external stakeholders, the term “resources” seemed to cause considerable confusion on what the degree contains. Importantly, the accreditation organization (The Society of American Foresters) refers to the class of related degrees as “Forestry”. Overall, the faculty considered these reasons and agreed that changing the name to the broad discipline title of Forestry is more inclusive of what the curricula contains. This change brings the UI degree in line with peer institutions including Colorado State University, Oregon State University, University of Montana, Michigan Tech, Michigan State University, and Virginia Tech.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
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(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

UCC-16-026c

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:	12/10/15		
Date Received by UCC Secretary:	12/02/2015		
UCC Item Number:	UCC-16-026c		
UCC Approval Date:	01/25/2016	Vote Record:	Unan
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #16

3:30 p.m. - Tuesday, January 26, 2016
Brink Hall Faculty-Staff Lounge & Scopia

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #15, January 19, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

Professional Development (Brown, K.)

VII. Special Orders.

FS-16-018: FSH 3710 – Leave Policy (introduction)(Crowley)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #15
FS-16-018

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #15, Tuesday, January 19, 2016

Present: Adams, Anderson, Boschetti, Brown, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Flores, Folwell, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Jeffery, LaPrath, Mahoney, Murphy, Nicotra, St. Claire, Stoll, Teal, Wiencek (w/o vote), Wolf. **Absent:** Barbour, Brewick, Brandt, Latrell, Perret, Royer. **Guests:** 4.

After a delay as we adjusted to the new video system, Chair Teal called meeting #15 to order at 3:37. A motion (Wolf/Folwell) to approve the minutes from the December 8, 2015 meeting passed without objection.

Chair's Report: Chair Teal requested Senators to send nominations for the University Distinguished Professor Advisory Committee. There are openings for two Deans and one faculty member on this committee. Send nominations to Vice Provost Jeanne Stevenson's office (jespinoza@uidaho.edu) by January 29th.

Faculty Evaluation Form 1: Chair Teal introduced a new faculty evaluation form that a task force has been working on. The core concept in the new form is an emphasis on the use of a narrative evaluation rather than the previous use of numerical rankings. It is hoped that this will move us towards a more formative model of evaluations. The new form is being introduced this year as a pilot project. Faculty can opt into using the new form or continue to use the old form. The new form has been approved for a trial run by the Provost's Office. Chair Teal also indicated that we were working on making the timing of the evaluation process align better with the position descriptions.

- *A Senator suggested that the new form be amended to say Service and Leadership rather than University Service and Leadership since the current wording seems to exclude service to professional organizations outside the University.* Another Senator stated that she thought this type of service was included under Outreach and Extension (Faculty Secretary note: see FSH 1565 C-3).
- Chair Teal also noted that if we moved to the new system we would be decoupling the evaluation from the compensation system. There would be a separate compensation form (see packet) which would ask for justification for increased compensation beyond that which everyone who is deemed to be meeting performance expectations receives.
- *A Senator wondered how the new system will work since we have long used numbers in evaluations.* Chair Teal suggested that this trial program would operate as a bridge and clearly we would have to make adjustments if we adopted the new system. Those on a promotions and tenure committee would have to read the narrative evaluations in much the same way we currently read the comments from peer reviewers. The Provost noted that while he has not yet gone through an entire tenure and promotion cycle, he understood the idea behind the new form was to provide a narrative that would change the focus from numbers to the more substantive comments provided by a supervisor. Ideally the process should provide a positive exercise and if necessary include tough love to help a faculty member further their career.
- *There was a short discussion about whether the new form made it clear that the comments from supervisors of interdisciplinary centers needed to be attached.*
- *Another Senator noted that the check boxes on the new forms indicating that a person was or was not meeting expectations would not clearly match the old system where receiving "2's" would*

potentially touch off certain review processes. The Chair suggested that the new forms were designed to focus on a more holistic evaluation and acknowledged that we would have to work on adjusting the new forms to some parts of our current system.

- *A Senator also wondered whether the emphasis on narratives as opposed to numbers will make the new system too subjective.* Chair Teal responded that the narratives would need to be based on the same accomplishments and data that the numbers were previously based on. However, the narratives would provide for a much more detailed and holistic way to view the performance of a faculty member. Some Senators suggested that moving to the narrative system would help morale.
- *There were some concerns raised about timing.* Chair Teal stated that the form will be sent out tomorrow and he expressed hope that faculty would have the option to use the new form this year. One Senator noted that his unit thought it was too late since we were already well into the process. The Provost responded that the ideal is to send it through the deans and let them make the call. Some deans may feel they are too far into the process to use the new form this year.

Provost's Report: Provost Wiencek thanked all the colleges for hosting him for "getting to know each other" events last fall. He found them very valuable. The Provost then provided the Senate with updates in several areas:

- **NWCCU Accreditation Report:** In response to an inquiry from Senate Leadership the Provost brought to the Senate a letter from the NWCCU. The letter can be viewed on the Provost's website. This letter informed the University that the UI's accreditation was reaffirmed. The report included commendations for: the University's "innovative and interdisciplinary" program of general education, the "impact of the Leadership Academy on faculty and staff leadership development", and "significant initiatives to improve public safety and engage the University community in ensuring the welfare of others." The accreditation report also made recommendations for improvement that included: more clearly identifying the benchmarks for mission fulfillment, more consistently using assessment results, and evaluating institutional planning cycles and results.
- **Enrollment Management:** Provost Wiencek discussed some developments in enrollment management. He noted that the Enroll Idaho Initiative "Go-On", the State of Idaho's direct admissions initiative, was working. However, there are some issues involving students who thought they had been directly admitted but did not realize that they had to complete the application forms. He also noted that he is in the process of reorganizing the Provost's Office to avoid duplication of effort and provide better alignment among functions. He will be bringing to the Senate his plans for reorganizing the office and also will be initiating a search for a new Director of Enrollment Management after this reorganization is complete.
- **Budget:** The Provost also discussed the University's budget requests and what parts of it have been included in the Governor's proposed budget. The Governor's budget only included part ($790,000) of the University's request for the "Go On" initiative. The University has also asked for the State to cover the entire cost of the extra 27th pay period. The Governor's budget does not include the entire cost of this extra pay period and the University will have to pick up the remaining amount. [Update: Based upon further discussion with the Provost the entire cost of the 27th pay period was approximately $3.8 million. The Governor's budget includes funds for $2.4 million of this cost. This will leave a gap of approximately $1.4 million that the University will need to cover.] In response to a question from a Senator, the Provost suggested that since this is a one-time cost we may be able to use reserves to cover the cost.

Other issues of note relating to the Governor's budget include:

- Enrollment Workload Adjustment. The State has not been funding this in recent years even though they have withheld funds during low enrollment years. The Governor's budget included funds for years of past growth. Under this proposal the UI would receive a credit of $360,000 for years when we had increased enrollment.
- Occupancy Funds. These are funds related to maintenance costs for new buildings. There was $1.4 million in the Governor's budget for this.
- Idaho Law and Justice Center. Rental costs for this program will be about a quarter of a million dollars.
- WWAMI Funds. $278,000 was included to fund four more seats in this program.
- Forest Utilization. $88,000 was included for this program for equipment purchase.

- **Tuition Lock:** The Provost also discussed the Governor's proposal for what is known as Tuition Lock. The idea behind this proposal is that an entering student will not have to pay for any tuition increase during their first four years. The plan is designed to make it easier for students to plan their college expenses. The UI can still raise tuition for each new cohort, but each cohort will have a fixed tuition for four years. This proposal would include a commitment to provide state funds to offset the tuition lost to each institution each year under this plan. While there are concerns about this proposal among some legislators, the four-year institutions in the state have indicated support for this plan.
- **Strategic Action Plan:** The Strategic Plan is moving along. The committee is currently reviewing the second draft. The committee is trying to identify no more than two metrics for each of the four major goals. With regard to the Culture and Climate goal, they are considering adopting a survey. There is a HERI survey for faculty which has been used before and can be benchmarked. The staff survey has been internally developed and would be harder to benchmark. There is a survey developed by The Chronicle of Higher Education which we could use. The Provost would like the Senate's agreement to use this survey which has advantages of branding and national recognition and also provide for national benchmarking. A Senator suggested that Staff Council supports the use of this survey. Another Senator expressed some concern that if we hoped to obtain national recognition for being a good place to work that there might be some incentive to make the institution look good rather than responding in a more objective way. The Senate was positively inclined to the use of the Chronicle's survey as a metric.

General Education: The Chair introduced Professor Kenton Bird, a former Chair of Faculty Senate. Professor Bird appears before the Faculty Senate in his new role as Director of General Education. Professor Bird stated that he wanted to provide an overview of General Education and discuss some of the challenges that the program faces.

The General Education program is administratively based in CLASS. While the UI has, as described by the NWCCU, an "innovative and interdisciplinary" general education program, it does fit into and is structured by the SBOE's governing policies. While the control of our curriculum remains with the UI, the program needs to fit into the contours of the general education requirements outlined by the SBOE. In particular, he has responsibility for organizing the ISEM courses (both 101's and 301's) as well as the Common Read. He asked that any Senator who might have suggestions for next year's Common Read should send these suggestions to him in the near future.

This spring there are 20 sections of ISEM 101's with 694 students enrolled and 20 sections of 301's with 651 students enrolled. Generally speaking the ISEM 101's are taught by CLASS faculty and the 301's are offered by faculty from six other colleges.

In discussing challenges facing the general education program, Professor Bird noted the number of students who apparently don't know that they need both an ISEM 101 and ISEM 301 to graduate. There are currently five seniors who have not taken an ISEM 101 and 97 seniors who still need an ISEM 301. He has been working with appropriate advisors to resolve this problem. He has also been working with the colleges to increase the number of ISEM 301's that are offered.

Other issues facing the program include assuring quality control for the courses taught by new instructors and promoting the general education program to prospective students. The innovative nature of our general education program needs to be better advertised when we are recruiting students. Finally, there remain some problems in seeking to retain the distinctive nature of our program, while also easing the transferability of our courses to other institutions.

A Senator asked if we had any way to determine whether our ISEM courses have proved to be helpful in advancing the careers of students. Professor Bird suggested that the Senior Survey provided some evidence that students thought the UI general education courses had provided better preparation than the state core. He noted that part of our challenge was to demonstrate that our general education curriculum has provided better preparation for critical thinking and the other skills necessary for a successful career.

Adjournment: With no other business before the Senate, the Chair entertained a motion (Chung/Stoll) to adjourn. This motion passed unanimously at 4:59.

Don Crowley,
Secretary to Faculty Senate and Faculty Secretary

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)
[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition X Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: Leave Policies for All Employees 3710

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.
*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): **Don Crowley, Faculty Secretary 7/7/15**
(Please see FSH 1460 C) Name Date
Telephone & Email: 885-6151 crowley@uidaho.edu

Policy Sponsor: (If different than originator.) Senate Leadership/Faculty Affairs 1/22/16
Name Date
Telephone & Email: Randy Teal and Marty Ytreberg

Reviewed by General Counsel __Yes __No Name & Date: Kent Nelson reviewing with Cabinet 1/6/16

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

Clarifications/edits necessary to address changes presented at UFM 5/5/15 and presidential action on same. Main points to address include:

- Allow employees to use accrued sick leave for items listed in C. Sick Leave and ensure it is clear childbirth, parenting/bonding are reasons for sick leave use.
- FMLA (12 weeks) upon hire (no eligibility restrictions) for whatever reason, illness/parenting/bonding/childbirth – as defined under FMLA.
- Clarify current policy that states for FMLA an employee must first use all sick leave before going on LWOP; but, they may choose whether to use other accrued paid leave (if they have any) or choose unpaid (LWOP) w/benefits for the 12 weeks.

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

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

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

If not a minor amendment forward to: ____

Policy Coordinator
Appr. & Date:
____
[Office Use Only]

APM
F&A Appr.: _______
[Office Use Only]

FSH
Appr. ______________
FC ______________
GFM ______________
Pres./Prov. __________
[Office Use Only]

Track # ______________
Date Rec.: ____________
Posted: t-sheet __________
h/c ___________
web___________
Register: ____________
(Office Use Only)

FAC changes ready to go to Senate-- clarify UFM 5/5/15 changes.

3710

LEAVE POLICIES FOR ALL EMPLOYEES

PREAMBLE: This section describes the various kinds of leaves that are available for all UI employees. (See section 3720 for Sabbatical Leaves limited to faculty members.) This section and the following one were original parts of the 1979 Handbook*. The most substantive changes since that time have been the addition (under Governor Andrus) and subsequent deletion (under Governor Batt) of service leave for children at school and changes to subsection L that reflect changes in federal regulations. In 2002 extensive changes were made to subsection K that reflected Regent policy and current practice. In 2008 extensive changes to this policy were approved following many years of committee work involving Faculty and Staff Affairs, General Counsel, and Human Resources and a new section M was added on servicemember family leave due to a federal law change. In July 2010 a section R was added to address the Fiscal Year 2010 Furlough and in July 2011section R was removed and a new policy, FSH 3450, was created to address employment actions such as temporary furloughs. Unless explicitly noted, the text is as of July 1996. Further information is available from Human Resources (208-885-3609).* [ed. 7-97, 7-05, rev. 7-98, 7-02, 2-08, 7-10, 7-11]

CONTENTS:

A. GENERAL.

A-1. The university (hereinafter referred to as university) strives to offer leave programs that are both comprehensive and flexible to meet employee needs. Leave with or without pay is extended to employees under a variety of circumstances described below. Exceptions may be granted in special circumstances [R; APM 55.09, 55.07, 55.38; FSH 3120, 3720 and 6230] *[ed. 2-08, 7-10]*

A-2. The term "leave" refers to an employee's absence from duty. Each leave type as contained in this policy discusses circumstances in which such an absence may be continued with pay when leave accruals are available or when leave is approved without pay. Certain types of leave may require or provide options to take one leave concurrent with another. For example, sick and annual leave may be taken or may be required to be taken concurrently with other types of leave. All leaves are subject to approval.

A-3. Unless otherwise noted, for purposes of this policy, "immediate family member" includes: your spouse, your child, parent, brother, sister, grandparent, and these same relationships of a spouse, by marriage, adoption, or foster arrangement. An immediate family member may also include an individual who has assumed a similar relationship to those above, other than the relationship of spouse*, and for whom the employee or the individual has had financial

responsibility for the other. An immediate family member also may include any individual who is a qualified dependent under IRS regulations. The university reserves the right to request documentation establishing financial responsibility or qualifying status as an IRS dependent.

*Due to the 2006 "marriage amendment" to the Idaho Constitution the university, despite the wishes of the Faculty Senate, is unable to include domestic partnerships. *[ed. 1-10]*

A-4. Separation from employment or the term terminating employee refers to an employee's separation from all employment.

A-5. A break in State of Idaho service is defined as job termination that is separated by at least three (3) business days prior to re-employment with the university or any other State of Idaho employer.

A-6. Full and part-time employees are eligible for some or all leaves discussed in this policy.

a. Benefit-eligible employees are those who hold a board-appointed position [FSH 3080] and are employed at least half time or greater.

b. Individuals who are employed at least half time or greater as temporary help (TH) and who are expected to complete five (5) months or more of continuous university service and are eligible to participate in the Public Employers Retirement Plan for Idaho (PERSI) are eligible for limited benefits, including annual leave, sick leave and pay for holidays on which they do not work [FSH 3090].

A-7. Leave may not be taken in advance of accrual and may not be taken in excess of 80 hours in a pay period. *[rev. 7-15]*

A-8. Leave may not be taken on an employee's first day of employment. If an employee is unable to report for work on their specified first day of employment; employment will not begin until the first day that the employee reports for active duty.

A-9. All employees, including faculty and exempt employees, are responsible for recording all leave taken on bi-weekly time reports and complying with the terms of leave policies, including, but not limited to:

a. completing application for leave and providing medical evidence and other requested information;

b. abiding by any and all return-to-work restrictions; and

c. returning to work following expiration of approved leave.

Failure to uphold these responsibilities may result in absence without approved leave. Eligibility to preserve employment may be affected and/or the employee may be subject to disciplinary action, up to and including termination from employment as provided in appropriate university policies [FSH 3910, 3920 and 3930].

A-10. Employees who are exempt from overtime accrual or payments may be absent from work for approved periods of less than ½ work day without charge to sick or annual leave. Sick, annual or other paid time off must be charged in ½-day increments when ½ day of work or more is not performed, except when alternative work has been performed in conjunction with an approved flexible schedule.

Employees who are not exempt from earning overtime accrual or payments shall record all approved absences in 1/4-hour increments, except when time loss has been made up through an approved flexible schedule.

A-11. Absent written agreement to the contrary, an eligible employee typically earns credit toward retirement plan vesting (see your PERSI, IORP or federal retirement plan document for details) and earns annual and sick leave accruals during the portion of any leave that is paid, except that sick and annual leave do not accrue during terminal leave [J], or in some circumstances during administrative leave [H-5]. An employee typically will not be given such credit for any periods of unpaid leave.

A-12. No break in service will occur during any approved paid or unpaid leave for the purposes of determining eligibility for retiree health benefits.

A-13. Departmental administrators are responsible for approving and ensuring the reporting of leave, via Banner, taken by the employees in their respective units. For procedures regarding reporting and monitoring leave see APM 55.08. The Banner system and Human Resources records are the official university leave records. *[ed. 7-10]*

A-14. Human Resources is responsible for coordinating requests and reviewing compliance with all types of leave other than sick, annual and medical appointment leave discussed in this section. [APM 55.09] *[ed. 7-10]*

B. ANNUAL LEAVE.

B-1. Employees receive annual leave based on their classification of employment. [FSH 3080]

a. Classified Employees on full-time fiscal-year appointments accrue annual leave based on hours worked at the rate of approximately 3.7 hours bi-weekly for the first five full years of service, with a maximum accumulation of 192 hours; 4.6 hours bi-weekly up to 10 years of service, with a maximum accumulation of 240 hours; 5.5 hours bi-weekly up to 15 years of service with a maximum accumulation of 288 hours; and 6.5 hours bi-weekly for more than 15 years of service with a maximum accumulation of 336 hours. [RGPP II.E.3; FSH 3080; APM 55.08 and 55.09] *[ed. 7-10]*

b. Faculty on full-time fiscal-year appointments and exempt employees, including postdoctoral fellows, accrue annual leave at the rate of 7.4 hours bi-weekly and may accumulate a maximum of 240 hours. [RGPP II.F.3, FSH 3080, APM 55.09] *[ed. 7-10]*

c. Faculty who hold academic-year appointments do not accrue annual leave. Their periods of obligation and leave are governed primarily by the academic calendar, subject to stipulation by the employee's dean. [FSH 3120]

B-2. Annual leave for classified and exempt appointment of less than 100% full-time, but equal to or greater than half-time, is accrued based on hours worked and at a rate based on the employee's classification [B-1]. No annual leave is accrued for less than half-time service.

B-3. Temporary employees who are eligible for PERSI accrue annual leave beginning on the first day of employment in an eligible position at a rate of .0462 times hours worked within each bi-week, however leave is not earned until the benefit qualification period has been satisfied.

Annual leave for qualified temporary employees accrues, but is not earned until the employee has worked at least 20 hours per week and for a period of at least five (5) months (the benefit qualification period). Approval to use accrued, but unearned annual leave may be approved by the employee's supervisor under special circumstances. However, in the event that accrued annual leave is taken before it is earned and the employee also voluntarily separates or is terminated for cause before annual leave is earned, the value of unearned annual leave taken will be withheld from pay, other earning or payments or must otherwise be repaid to university.

Leave Accrual Example:
Annual leave accrues based only on hours worked.
62 hours worked times .0462 results in 2.90 hours of accrual and may accumulate to a maximum of 192 hours.

B-4. Annual leave accrual is temporarily suspended when the accumulation reaches the maximum allowance. Once the leave accumulation drops below the allowed maximum, accruals resume.

B-5. Employees eligible for overtime earn overtime based on only hours worked. There is no overtime accrual based on annual leave, sick leave, compensatory time, holidays or any other paid time off.

B-6. Annual leave continues to accrue while on any paid leave, except that annual leave does not accrue on hours of compensatory time used; during terminal leave [K]; during academic transitional leave [J] or for temporary employees who accrue annual leave based only on hours worked.

B-7. At the employee's option, accrued annual leave may be used during any approved leave that could otherwise be taken as sick leave. [RGPP II.I.2.b.]

B-8. Annual leave must be scheduled in advance and requested in writing by the employee. Annual leave may not be taken without the supervisor's written approval. Both the employee's vacation preference and business needs of the unit must be considered in establishing mutually agreed periods of leave [APM 55.09]. *[ed. 7-10]*

a. Supervisors are responsible for coordinating and approving requests for annual leave of all employees in their respective units.

b. An employee on approved annual leave, who becomes eligible to use sick leave through unforeseen events, may use sick leave in lieu of annual leave with approval from his/her supervisor. Documentation to support the use of sick leave may be required.

B-9. Leave balances are paid to employees upon separation (i.e. resignation, retirement layoff, non-renewal, termination) from all State of Idaho employment [IC 67-5334]. Leave balances are transferred from the university to other State of Idaho employers when the university employment ends and a new position is accepted with any State of Idaho employer when there is no break in state service [A-5]. However, the university reserves the right to require an employee to exhaust some or all annual leave prior to any job or employment separation.

Employees separating upon the expiration or termination of a grant will be required to use annual leave before the last day of employment.

In the event of an employee's death, payment is made to his or her estate.

The effective date of the employee's separation is the last day on which he or she reports to work for the university, unless the Assistant Vice President (AVP) for Human Resources or designee has approved a written request for alternative termination arrangements that are in the best interests of the university.

A termination extended through the use of accrued annual leave must be approved in advance, in writing, by the AVP for Human Resources or designee and unit administrator and shall be treated as terminal leave. [J and APM 50.20]

In the event that an academic administrator transitions from a position eligible for annual leave to a faculty position in which annual leave does not accrue, balances should be exhausted prior to the start of the new appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by the AVP for Human Resources, or designee.

B-10. Any individual, regardless of type of appointment, with an annual leave balance who transfers or who is reassigned to another unit within the university may be required to exhaust all existing annual leave prior to starting the new assignment.

B-11. Payment in lieu of annual leave taken for any reason other than separation from employment is granted only by exception or under other special circumstances within the business needs of the university.

B-12. Eligibility requirements for annual leave for temporary help (TH) can be found in FSH 3090.

C. SICK LEAVE.

C-1. Employees that work at least 40 hours in a bi-weekly pay period for at least five (5) consecutive months accrue sick leave. Accrual is approximately 3.7 hours bi-weekly for full-time service. [FSH 3090 C]

C-2. Sick leave accumulation for half-time but less than full-time service is accrued proportionately based on hours worked and earned at the rate of .0462 for each hour worked.

C-3. Sick-leave may be accumulated without limit.

C-4. Sick leave cannot be taken in advance of accrual. If, at the end of a bi-weekly pay cycle, absences exceed sick leave accumulation, the hours will be charged to compensatory time first, if available, and then to annual leave. If there is no leave accumulation, time will be unpaid. ~~If sick leave or other types of paid leave are available for an approved absence of any duration, time-off must be taken using available paid leave and may not be taken as unpaid leave, unless such absence has been approved as a personal leave [N] without pay in accordance with the guidelines of this policy~~*[ed. 2-08]*

C-5. Sick leave continues to accrue while on any paid leave, except for hours of compensatory time used; during terminal leave; and/or during academic transitional leave [I].

C-6. Sick leave may not be used in lieu of annual leave, except when the conditions of B-8. b. above have been met.

C-7. Sick leave may be taken only as follows:

a. Illness of Employee. An employee's own illness, injury, or ~~parenting~~ childbirth ~~(see FSH 3710 E)~~ that prevents the employee from performing his or her assigned duties; or in the event of exposure to contagious disease if, in the opinion of responsible authority, the health of others would be jeopardized in the work place.

b. Illness of an Immediate Family Member. When the illness or injury of an immediately family member as defined in [A-3] of this policy requires the attendance of another, the employee may use his or her own available sick leave.

c. Death of an Immediate Family Member. In the event of a death of an immediate family member as defined in [A-3] of this policy; up to fifteen (15) days of sick leave may be used immediately following the event, but can be extended if there are special circumstances. The unit administrator and the AVP for Human Resources or designee may approve an extension of leave for up to a total of thirty (30) days of sick leave.

d. Death of a Family Member. Sick leave usage for the death of a family member other than a member of the immediate family as defined in [A-3] of this policy is limited to a maximum of five (5) days of sick leave immediately following the event.

e. Medical Appointments. Personal or family appointments for medical, dental, optical treatment or examination, or meeting with an Employee Assistance Program professional, including time for travel to and from such appointments. An employee is allowed up to two hours of time off per month for such appointments without charge to sick leave provided satisfactory arrangements have been made with the employee's supervisor. If the employee has absences totaling more than two hours in a month, such absences must be reported and charged to sick leave. There is no carryover balance from month~~-~~to~~-~~month.

f. Parenting/Adoption. All employees are entitled to use sick leave for parenting/adoption and follow the same leave use and benefits as described under E. Parenting Leave regardless of meeting FMLA eligibility requirements.

Commented [TA(1]: FAC 11/18/15: Remove - creates confusion, see L-2 & N-2.

Commented [TA(2]: FAC: Returned to "childbirth" for clarification purposes per HR's recent communication to clarify that a birth mother can use sick leave.

Commented [TA(3]: FAC inserted for clarification purposes allowing use of sick leave.

~~f~~g. **Organ Donation.** Full- and part-time benefit eligible employees may use up to five (5) days of sick leave for bone marrow donation and may use up to thirty (30) days of sick leave to serve as a human donation organ donor during an approved family medical [L] or personal leave [N]. *[ed. 2-08]*

C-8. Attendance at work is a job requirement for all positions at the university. Excessive absenteeism can affect job performance. Supervisors have the right to set attendance standards and require medical evidence to support absences that exceed these standards. Absences that occur during an approved family medical leave [L] are exempt from these requirements.

C-9. The federal Family Medical Leave Act of 1993 (FMLA) was adopted as law to protect the best interest and job security of employees. The university may initiate family medical leave (FML) and will apply FML concurrently with sick leave when the employee's own illness, work-related injuries, or an illness of a family member is covered by FML. In these circumstances, sick leave must be used before unpaid FML is taken [L-2].

C-10. An employee may be eligible for FML after three (3) consecutive days of sick leave, unpaid or other absence [L-4] and may initiate a request for FML at any time prior to an absence which they suspect may qualify. However, the university may also initiate FML and will typically take steps to determine if an absence qualifies as FML when an employee has missed five (5) consecutive workdays or longer by providing the employee with an absence questionnaire and FML application. A failure to comply with a request to complete the absence questionnaire and/or the FML application (if applicable) may result in absence without pay and/or disciplinary action, up to and including dismissal from employment as provided in relevant university policies [FSH 3910, 3920 and 3930]**.**

C-11. Employees transferring without a break in service from a qualified Idaho state agency or from the university to another state agency will be credited with their accrued sick leave by the receiving agency. All unused sick leave is forfeited when an employee is separated from state service. No compensation is made for such unused leave, except as provided in C-12 in the case of employees who are retiring from the university. If an employee returns to state service or to the university within three (3) years after separation, sick leave forfeited at the time of separation will be reinstated.

C-12. Employees who retire and then return to work at the university may not be entitled to reinstatement of sick leave balances. In this instance, only the ***unused*** portion of sick leave that was converted at the time of retirement [C-13 and FSH 3730 C] to pay for retiree health benefits may be reinstated for employees who separate for retirement purposes and later return to work at the university.

C-13. An employee who retires under the eligibility conditions for retirement or disability retirement as stated in FSH 3730 may apply a pre-determined amount of unused sick leave accrued since July 1, 1976, as payment for continued coverage under the university retiree health program. [FSH 3730, APM 55.39] *[ed. 7-10]*

D. HOLIDAYS.

D-1. The university is closed at least eleven (11) holidays each fiscal year. [3460 F-2]

D-2. Board-appointed employees [FSH 3080] and temporary help employees participating in PERSI [FSH 3090] are eligible to receive holiday pay. *[ed. 2-08]*

D-3. Benefit-eligible employees [A-6.a.] who are employed full time (87.5 percent or greater) receive holiday pay based on eight (8) hours for each holiday. An employee who works a compressed work schedule to include more than eight (8) hours each day, such as four (4) ten-hour workdays in one week, will still receive only eight (8) hours of holiday pay. With supervisor approval, the employee may make up the difference between their regular hours of work and the holiday pay for that day (two [2] hours in this example) through a flexible work schedule within the same work week [FSH 3460], or may use accrued compensatory time or annual leave, or take the time as unpaid.

D-4. Benefit-eligible employees [A-6.a.] who are employed at least half time but less than full-time, are entitled to receive holiday pay, pro-rated based on the average number of hours scheduled each week. The number of

hours scheduled on a routine basis (not the hours worked in the week in which the holiday falls) is divided by five (5) days. For example:

20 hours per week / 5 = 4 hours of holiday pay
25 hours per week / 5 = 5 hours of holiday pay
30 hours per week / 5 = 6 hours of holiday pay

D-5. The university embraces diversity and recognizes that our workforce is derived from many diverse cultures to include many different religious preferences. An individual may be absent from work to observe a religious holiday consistent with his or her own religious beliefs and practices when the day is not consistent with the university's official holidays, provided advance notice is given. Pay for these absences are as follows:

a. Benefit-eligible employees may use their accrued compensatory time or annual leave to receive pay for an observed religious holiday that is not an official university holiday.

b. Employees who are not benefit-eligible, or who do not have compensatory or annual leave available, may observe the holiday without pay; or, with advance supervisory approval, employees may make up the hours in the same work week [FSH 3460].

D-6. Benefit-eligible employees are entitled to holiday pay while they are on other approved paid leave, or during any portion of paid or unpaid family medical leave.

E. PARENTING LEAVE. *[add. 7-15]*

E-1. Employees ~~who meet FMLA eligibility requirements (see FSH 3710 M-3)~~ are entitled to ~~16~~ 12 weeks of job protected leave with continuation of group health insurance coverage within 12 months of the birth, adoption, or foster placement of a son or daughter. ~~All Parenting Leave allowed under this Section E is considered Family Medical Leave.~~

Son or daughter means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and "incapable" of self-care because of a mental or "physical disability" ~~at the time of the FMLA leave request~~.

E-2. If both parents are employees of the university each is entitled to take the same amount of parenting leave as allowed for a single employee.

E-3. Employees can choose to use a combination of accrued paid leave or unpaid leave. However, ~~E~~employees must first use accrued sick leave (see FSH 3710 M-2) before going on leave without pay. ~~The remainder of the job protected leave will be unpaid, unless the employee chooses to use a combination of accrued annual leave, or compensatory time.~~

E-~~4~~5. ~~Employees are encouraged to familiarize themselves with FMLA guidelines before requesting or granting Parenting Leave. "Fact Sheets" that explain FMLA (numbers 28 through 28M) may be found on the United States Department of Labor Wage and Hour Division website.~~ The Parenting Leave described in this section E. is intended to encompass the University's obligation to provide Family Medical Leave under the federal Family Medical Leave Act ~~for the birth or placement of a son or daughter for foster care or adoption as described in sub-sections M-1.a and M-1.b of this policy.~~ . Parenting Leave under this Section E. may exceed the requirements and benefits for the Family Medical Leave described under sub-sections M-1.a and M-1.b of this policy, but Parenting Leave must, at a minimum, comply with the requirements of the Family Medical Leave Act as set out in Section M of this policy.

E-~~6~~5. Leave may not be used for both foster care and adoption consecutively if foster placement leads to that adoption of the son or daughter.

E-~~7~~6. Alternate or reduced work schedules are addressed in FSH 3710 M-13 b.

E-~~8~~7. See FSH 3710 R-1 for exceptions to University leave policies.

Commented [TA4]: FAC – Unnecessary, see E-4.

Commented [TA5]: FAC: Unnecessary see E-4 below and necessary to remove for the new "C-7 f" to work, per FMLA eligibility rule.

Commented [TA6]: FAC: Unnecessary see E-4 below.

Commented [TA7]: FAC: Unnecessary, first sentence states employee can choose to use a combination of leave.

Commented [TA8]: FAC feels this is unnecessary to state in the FSH and is not done for other federal regulations.

Commented [TA9]: FAC unnecessary, stated in next sentence.

F. MILITARY LEAVE. *[ren. 7-15]*

F-1. Faculty and staff, regardless of whether or not they hold a fiscal-year or academic-year appointment are eligible for leave of up to fifteen (15) working days in a twelve (12) month period for active duty or military training. Leave for State of Idaho military duty or training is limited to fifteen (15) days within a calendar year. Employees who are in board-appointed positions [FSH 3080] are eligible for paid military leave. When called to active duty or training, the university will pay the difference between military pay received from the U.S. or State government, but cannot duplicate pay. This is accomplished by full pay during an approved military leave. The employee must provide documentation of military pay received during leave, within ninety (90) days of return from leave or upon earlier job separation. The employee is required to repay to the university any amount which exceeds their regular base pay for the same period. Unpaid military leave may be requested if the employee knows their military pay will exceed their university pay. Annual and sick leave credit towards length of service for retirement plan, and other vesting will continue to accrue during the fifteen (15) working days of military leave and eligibility for employee health benefits will continue whether military leave is requested with or without pay. An employee at their own option may instead request annual leave on the same basis as any other vacation or other time off and if approved, may use annual leave and retain full military pay. [APM 55.09 and 55.38] *[ed. 7-10]*

F-2. Any employee who is called to active duty and/or is required to serve more than fifteen (15) working days is eligible for up to five (5) years of military leave. Eligibility for employee health coverage will continue at a minimum through the first thirty (30) calendar days of service while on an approved military leave. The employee will be required to pay the employee share of the health care costs, as well as the costs for his/her dependents.

F-3. An employee may use annual leave and/or accrued compensatory time for military service and continue to receive pay and benefits before commencement of military leave.

F-4. Military leave beyond the first fifteen (15) working days is generally granted without pay and benefits. Health care coverage will end for the individual who is called to active duty after the first thirty (30) days of service. However, coverage for his/her dependents may continue for up to an additional six (6) months, provided that the employee has made arrangements with Benefit Services to pay the full cost of coverage, on at least a monthly basis. In this instance, any other coverage provided by U.S. military programs will be primary.

F-5. When on military leave or when his/her dependents are not eligible for coverage elsewhere, the employee or his/her dependents, individually or as a family, may be eligible to continue health care coverage through COBRA.

F-6. An employee may elect to continue group life insurance benefits in effect for the employee or his/her dependents on the date the employee is called to active duty for a maximum period of thirty (30) days. However, the employee must self-pay the full cost, based on rates and eligibility rules afforded to others who are actively at work. Benefits from these programs generally exclude losses resulting from participation in a military organization or from an act of war. An employee may also have the right to life insurance portability or conversion to an individual life insurance policy following termination of benefits in the group plan.

F-7. Upon reinstatement, the employee's health plan will resume as if their employment had not been interrupted.

F-8. In accordance with state and federal law, an employee upon return will be reinstated to his/her former position or a comparable position without loss of seniority, status or pay rate provided the employee returns with an honorable discharge and within five (5) years from departure date from the university.

a. In some situations, re-employment may not be possible, such as when there has been a significant change in circumstances, if re-employment would impose an undue hardship on the university or department, or if the person's employment was temporary in nature, such as positions that are grant-funded for a specific duration and/or temporary help (TH) positions.

1. If the returning employee's skills need upgrading to meet the requirements for a prior or promoted position, the university will make reasonable efforts to refresh or update these skills unless such efforts would create undue hardship for the university.

2. When an employee with a service-related disability is not qualified to perform the essential functions of his/her job after the university has made reasonable efforts to accommodate the disability, the employee may be placed in another position of comparable pay, rank, and seniority.

b. Employees returning from military leave must provide the university with written timely notification of intent to return to their position. The university may require documentation that the person's application for reemployment is timely and that the person's discharge from uniformed services was under honorable conditions. University procedures will follow the applicable state and federal law, including but not limited to the Uniformed Services Employment & Reemployment Rights Act (USERRA), 38 U.S.C. 4301-4333, enforced by Department of Labor's Veterans' Employment & Training Services (VETS) (www.dol.gov/vets.)

F-9. Retirement benefit contributions are suspended while the employee is on unpaid military leave. Upon reinstatement after military leave, reenrollment in the retirement plan will be immediate.

a. Credited state service continues during military leave as though no break in employment has occurred.

b. The employee may elect to make up any employee contributions missed during an approved military leave. Such contributions must be paid into the plan within a period not to exceed three (3) times the length of the military leave, up to a maximum of five (5) years.

c. The university will contribute the regularly scheduled match contributions for any employee make-up payments made in connection with an approved military leave.

d. For purposes of determining eligibility for retiree health coverage, military leave will not count as a break in service provided that re-employment occurs within the parameters of this policy. Further, an employee will receive university service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] during the fifteen (15) days of approved paid military leave; however, the employee will not receive service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] for any unpaid military leave.

F-10. The university will not discharge an employee without cause, as that term is defined by federal USERRA regulations, who is reinstated under the provisions of the USERRA and has served thirty-one (31) to one hundred and eighty (180) days without cause for six (6) months following reinstatement. If the length of military service was more than one hundred and eighty (180) days, but less than five (5) years, the employee will not be discharged without cause for one (1) year following reinstatement.

E-11. This policy is intended to comply with applicable state and federal laws, including the Uniformed Services Employment and Reemployment Rights Act (USERRA) of 1994. To the extent that any provision of this policy is ambiguous and/or contradicts the Act or any other law, the applicable law or Act will prevail.

G. LEAVE FOR COURT REQUIRED SERVICE AND VOTING. *[ren. 7-15]*

G-1. Any employee who is summoned for jury duty or subpoenaed as a witness before a court of competent jurisdiction or as a witness in a proceeding before any federal or state administrative agency will be granted leave. Benefit-eligible employees will be granted leave with pay, except as provided below in F-2. Travel expenses in connection with this duty are not subject to reimbursement by the university. [RGPP II.I.5.a.2; APM 55.09] *[ed. 7-10]*

G-2. An employee must request annual leave or personal leave without pay for the following:

a. appearing as a party in a non-job-related proceeding involving the employee;

b. appearing as an expert witness when the employee is compensated for such appearance; or

c. appearing as a plaintiff or complainant, or as counsel for a plaintiff or complainant, in a proceeding in which the Board of Regents or any of its institutions, agencies, school or office is a defendant or respondent. [RGPP II.I.5.a.]

G-3. Polling places are typically open extended hours and absentee voting is widely available. However, employees who are unable to vote outside of scheduled hours will be allowed time off to vote. If available, an employee may use accrued annual leave, compensatory time or, if approved in advance, may be able to make up time lost to vote within the same work week [FSH 3460] through a flexible work schedule. Otherwise, time off will be approved, but unpaid.

H. LEAVE FOR CAMPAIGNING FOR OR SERVING IN PUBLIC OFFICE. *[ren. 7-15]*

H-1. The president approves requests for leaves of absence for the purpose of campaigning for or serving in public office [RGPP II. I.5.c.]. See FSH 6230 E for provisions concerning leave for campaigning and serving in public office.

H-2. It is the Board of Regent's intent that state salary not be duplicated to an employee serving as a member of the Idaho Legislature. Any leave for serving as a member of the Idaho State Legislature will be unpaid when the Legislature is in session [RGPP II.I.5.c.2.]. Certain benefits may continue during the unpaid leave; however, the employee must pay the full cost of coverage.

I. ADMINISTRATIVE LEAVE. *[ren. 7-15]*

I-1. Administrative Leave is leave with pay and benefits. An employee will continue to receive pay and leave accruals in accordance with their regular rate and maintain eligibility for other benefit programs. (Terminal leave (J) and academic transitional leave (I) are not considered administrative leave.)

I-2. At the discretion of the president or his/her designee, an employee may be granted administrative leave when the state or the university will benefit as a result of such leave. [RGPP II.I.5.d; 3470 B] *[ed. 7-10]*

I-3. Examples of circumstances that may qualify an employee for administrative leave are volunteer fire fighters attending class off campus, official delegates to the annual general convention of Idaho Public Employees' Association, and members of state or local committees, such as the Human Rights Commission, attending official meetings.

I-4. With the approval of the president or designee, an administrator may also use administrative leave to remove an employee from the workplace (for example during an investigation or to mediate an employee relations issue), if approved in advance by Human Resources. The President's Office or Provost's Office, as appropriate must be notified.

I-5. In all cases involving administrative leave with a duration that is more than one bi-week, an electronic personnel action form (EPAF) must be processed. When leave is less than one full bi-week, hours attributed to administrative leave shall be coded as "ADL" on the time/leave record and in the payroll system.

I-6. In the absence of a written agreement to the contrary, an employee on administrative leave must be available for recall to work during regular university business hours in the event that the employee's services are required or he/she is otherwise requested to return to work.

I-7. Under certain circumstances, the university may require the use of accrued annual leave and/or compensatory time.

J. ACADEMIC TRANSITIONAL LEAVE. *[ren. 7-15]*

J-1. Academic transitional leave may apply when an academic administrator steps down from his/her administrative appointment and assumes a faculty appointment. The purpose of academic transitional leave is to prepare the employee for a new faculty appointment. Transition leave is not available in the event of transition from academic faculty to an administrative appointment. Academic transitional leave is granted at the discretion of the university, must be approved by the provost, and approved by the president or designee.

J-2. There is no accrual of annual leave during the period of academic transitional leave. All other benefits and leave accruals are provided on the same basis as afforded to similarly situated employees in a faculty job classification. Annual leave balances should be exhausted prior to a new academic faculty appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by the AVP for Human Resources or designee.

K. TERMINAL LEAVE. *[ren. 7-15]*

K-1. Terminal leave is paid leave received by a terminating employee in lieu of wages at the employer's discretion. An example of terminal leave is leave paid to an employee who is not completing the term of his/her contract at the request of the employer. Sick and annual leave is not accrued during the terminal leave period. Time toward length of service for retirement vesting and eligibility for university retiree health benefits [FSH 3730] will continue. The duration of terminal leave is determined at the discretion of the university.

K-2. During terminal leave, health benefits continue for an employee and his/her covered family members on the same basis as employees of the same classification who are actively at work. The employee's share of all health care contributions, including employee and dependent medical/dental, supplemental life, and/or any other costs of coverage, will be withheld from the employee's pay. Upon separation from employment, the employee and/or his/her covered family members, as a family or individually, may have rights to medical/dental coverage through COBRA.

K-3. The university may require the use of accrued annual leave and/or compensatory time during the terminal leave period or may pay out some or all accrued, but unused balances at the time of termination.

L. SHARED LEAVE. *[ren. 7-15]*

L-1. University employees who earn annual leave may donate annual leave hours to shared leave. Shared leave may be donated to a shared leave pool or to the benefit of a specific eligible recipient. See FSH 3710 L-5 below and APM 55.07 C-3 for conversion of donated leave to shared leave. *[ed. 7-10, rev. 7-15]*

L-2. Eligibility. Benefit eligible employees, including academic year faculty who do not accrue annual leave, are eligible to receive shared leave. *[rev. 7-15]*

a. Qualifying Events. If any benefit-eligible employee [A-6. a.] who has a health condition [L-2.a.1] or whose immediate family member [A-3] has such a condition and the employee is required to take time away from work, and has exhausted all leave, the employee may apply for shared leave when time away from work is a qualified absence as described below (L-2.a.1) but will not be compensated by paid leave or wage replacement programs such as disability and workers' compensation benefits.

1. The health condition of the affected individual must be certified by a competent health care provider to be considered as acceptable evidence by the university, and qualify as a serious health condition as defined by family medical leave [M] to include a need resulting from human organ or bone marrow donation. This provision applies only to the acceptable medical conditions of family medical leave. An employee need not meet the service and other requirements of family medical leave to be considered as an absence eligible for shared leave.

2. An applicant for shared leave who has used his or her own annual leave for purposes other than attending to a medical condition that is known to create potential for an extraordinary need for leave

typically is not eligible for leave from the shared leave pool. Under extraordinary circumstances, such an applicant may request an exception to receive shared leave from directed donations. *[ren. 7-15]*

3. Shared leave that is donated from the shared leave pool is intended for use by employees who intend to return to work. An applicant who wishes to receive shared leave and otherwise meets the criteria of the program and does not intend to return to work may apply for shared leave; however, shared leave in this instance is available only from donations directed specifically to that one recipient. *[ren. 7-15]*

b. Prerequisites. An employee must have used all other available leave such as sick leave, annual leave, and compensatory time to qualify as a recipient of shared leave.

c. Disability Income. To be eligible for shared leave for the employee's own medical condition, employees must first apply for wage replacement benefits that may be available through workers' compensation or disability coverage. Once such benefits begin eligibility for shared leave benefits end. However, an otherwise eligible employee may use shared leave while satisfying the waiting period or after exceeding maximum disability periods for income replacement programs.

L-3. Donating Shared Leave.

a. Employees who have an accrued annual leave balance may donate to shared leave regardless of their funding salary source. Donations may be made to the shared leave pool and accessed by any eligible recipient or donated directly to a specific shared leave recipient. *[rev. 7-15]*

b. Shared leave donations are restricted to direct donation when the donor's annual leave balance is less than forty (40) hours from the maximum leave accumulation limit. In this instance only, the amount of leave actually used by the recipient will be deducted from the donor's account before any balance is taken from the shared leave pool. Donated leave not used by the recipient will be returned to the donor's account or forfeited if the maximum accrual has been reached. Donors can choose to designate any unused direct donations to be added to the general shared leave pool.*[ed. 7-11]*

c. Leave donations made for a specific individual will be drawn from donors' accounts based on a first-received basis. The first donation request received by Benefit Services will be processed before a second donation from other recipients or before hours are withdrawn from the shared leave pool. Donations will be drawn from the donor's annual leave account as the time is transferred and used by the recipient. No leave donation in excess of the recipient's shared leave needs will be taken, unless contributions to the shared leave pool also have been authorized, except as noted above in section b., when donations to the shared pool are restricted.

d. Leave donations may be made in any amount of not less than ½-hour (.50) increments.

e. Shared leave donations may not cause the donor's annual leave balance to fall below forty (40) hours at the time the donation is processed, unless the donor is terminating active employment from the University. Donors should be aware that any shared leave not used by the intended recipient will be returned to the Shared Leave Pool, not returned to the donor(s). *[rev. 7-15]*

L-4. Shared Leave Benefits.

a. Maximum Benefit. The maximum shared leave benefit is limited to four (4) working weeks of leave within a rolling twelve (12) month period. Shared leave hours that are granted will be reflective of the employee's regular percentage of appointment.

b. Shared leave requests are reviewed and granted by the Director of Benefit Services or designee in accordance with this policy. Applicants awarded shared leave will be notified in writing; if the request is denied, the reason(s) for denial shall also be stated in writing. The requestor may appeal a denied request for shared leave. Appeals must be made in writing to the AVP for Human Resources within thirty (30) days

from the date of denial and must reference the applicable sections of policy and reasons why there is disagreement. The AVP for Human Resources will respond to appeals within thirty (30) days.

L-5. Funding and Conversion.

a. Donation Conversion. Hours of donated shared leave are multiplied by the hourly rate of the donor; that amount is recorded as a deposit to the shared leave pool or the directed recipient's account and subtracted as hours from the donor's annual leave balance.

b. Recipients Conversion. The recipient's hours of shared leave need is multiplied by the recipient's hourly rate and subtracted from the shared leave pool.

Sick leave is a liability that is funded only through base salary. Funding for a full year of base salary is provided for most positions. If an employee is absent without pay the department typically has received funding for the duration of the employee's full appointment and would achieve salary savings as a result. The only exceptions would apply to those working from certain special funding sources or who hire a temporary replacement during the period of unpaid leave. Consequently, the department of the employee who will receive shared leave is responsible for funding the pay its employee will receive during leave from shared leave donations.

c. Donors may donate annual leave regardless of their salary-funding source. The department or sponsored research project gains the hours the employee would have taken for annual leave when their employee makes a donation.

M. FAMILY MEDICAL LEAVE. *[ren. 7-15]*

M-1. Family medical leave may be requested by an eligible employee for the following reasons:

a. the birth of a son or daughter of the employee and/or in order to care for such son or daughter; *[rev. 7-15]*

b. the placement of a son or daughter with the employee for adoption or foster care; *[rev. 7-15]*

c. to care for an immediate family member as defined in [A-3] of this policy with a serious health condition as defined in [M-5] of this policy;

d. because of the employee's own serious health condition [M-5]; or

e. to serve as a human organ or bone marrow donor.

The entitlement to leave under subparagraphs (a) and (b) of this section M-1 for a birth or placement of a son or daughter is encompassed in the Parenting Leave described in Section E, of this policy. ~~All leave taken under Section E. Parenting Leave shall be considered Family Medical Leave.~~ *[add. 7-15]*

Commented [TA10]: FAC: unnecessary, previous sentence is sufficient and language in E-4 covers this statement.

M-2. Family medical leave and/or servicemember family medical leave is leave without pay. However, when the absence also qualifies for the use of sick leave, if available, sick leave must be used first in conjunction with family medical leave before any period of unpaid absence. Once sick leave has been exhausted or when the type of absence does not qualify for the use of sick leave, the entire absence or remainder of the approved family medical leave will be unpaid, unless the employee chooses to use any combination of compensatory time, annual leave, or shared leave (if eligible; L). *[rev. 2-08]*

M-3. Eligibility. All ~~If the~~ benefit-eligible employees qualify for FMLA benefits from the first date of employment. ~~has been employed by the university for a minimum of twelve (12) months and has worked at least 1250 hours during the previous twelve (12) month period prior to the requested leave, the employee is eligible for family medical leave.~~ *[rev. 7-15]*

M-4. Length of Leave. A maximum of up to twelve (12) weeks or a total of 480 hours of family medical leave may be granted to eligible full-time employees during a rolling twelve (12) month period. Eligible part-time employees may be granted up to twelve (12) working weeks of leave or a total number of hours consistent with their regular work schedule within a twelve (12) week period. (i.e. 20 hours per week x 12 weeks = 240 hours). The period is measured from the date the employee last used/exhausted family medical leave or became employed by the university to the date leave is to begin. Family medical leave may be taken on a continuous, intermittent, or reduced-hour basis. *[rev. 7-15]*

M-5. Definitions. *[rev. 7-15]*

a. "Serious health condition" is defined as an illness, injury, impairment or physical or mental condition that involves any period of incapacity or treatment connected with in-patient care (i.e. overnight stay) in a hospital, hospice, or residential medical-care facility, and any period of incapacity or subsequent treatment in connection with such in-patient care; continuing treatment by a health care provider, which includes any period of incapacity (i.e. inability to work, attend school, or perform other regular daily activities) due to a health condition (including treatment for or recovery from) lasting more than three (3) consecutive days; and any subsequent treatment or period of incapacity relating to the same condition, that also includes:

1. treatment two (2) or more times by or under the supervision of a health care provider; or one treatment by a health care provider with a continuing regimen of treatment; or
2. pregnancy or prenatal care. A visit to the health care provider is not necessary for each absence; or
3. chronic serious health condition, which continues over an extended period of time, requires periodic visits to a health care provider, and may involve occasional episodes of incapacity (e.g. asthma, diabetes). A visit to a health care provider is not necessary for each absence; or
4. permanent or long-term condition for which treatment may not be effective (e.g. Alzheimer's, a severe stroke, terminal cancer). Only supervision by a health care provider is required, rather than active treatment; or
5. absences to receive multiple treatments for restorative surgery or for a condition which would likely result in a period of incapacity of more than three days if not treated (e.g. chemotherapy or radiation treatments for cancer).

M-6. Health benefits continue during family medical leave on the same basis as for any similarly situated employee who is actively at work, regardless of whether the employee is using other forms of accrued leave or taking leave unpaid. The employee's share of cost for health coverage is the amount that is typically payroll-deducted for the employee's own coverage and/or coverage for his/her dependents. The employee is responsible for payment of these amounts during leave. Payroll deductions will be continued for any portion of the leave that is paid. During any portion of leave when no pay is received, the employee must make arrangements to self-pay these amounts. Retirement plan contributions, accruals for sick and annual leave and credit toward vesting are suspended during unpaid portions of family medical leave.

M-7. All qualified absences, including those due to a work-related injury, will be considered as family medical leave.

M-8. If there are reasonable circumstances to support that an employee's absence qualifies as family medical leave, the university has the right to classify such absence as family medical leave.

M-9. When the need for family medical leave is foreseeable, an employee must request an application for family medical leave at least thirty (30) days in advance of the need for leave. Application assistance is available from Benefit Services. When events are not foreseeable, employees must provide as much notice as is possible. Application for family medical leave after a return from absence is not recommended; rights to preserved employment and benefits may be adversely affected. In any event, absent extraordinary circumstances, an employee may not claim an absence as a qualified family medical leave event unless done so within the first two (2) days of return from an absence.

M-10. When leave is taken for personal illness or to care for an immediate family member with a serious health condition, leave may be continuous or intermittent and may include a reduction in hours worked. For intermittent leave, the employee must provide certification from the health care provider caring for the employee and/or family member stating the leave must be taken intermittently. Employees needing intermittent leave must attempt to schedule their leave so as not to disrupt university operations. The university reserves the right to assign an employee to an alternative position with equivalent pay and benefits that better accommodates the employee's intermittent or reduced leave schedule.

M-11. Employees on family medical leave are required to provide documentation to Benefit Services as requested, including intent to return to work. During leave, the university may require an employee to re-certify the medical condition that caused him/her to take leave. A return-to- work release from the health care provider is required before an employee absent due to his or her r own serious health condition may return to work.

M-12. Family medical leave requests for medical treatment or care giving requires certification from the health care provider documenting medical necessity.

M-13. Family medical leave requests for parenting must be approved in advance and completed within twelve (12) months of the birth, adoption, or foster care placement of a child.

a. Shared leave (if granted) may be used for the disability period related to childbirth. *[rev. 7-15]*

b. Intermittent leave or reduced work schedule requests for parenting may not be granted, or may be cancelled by the university with thirty (30) days written notice, based on business needs of the university.

M-14. Family medical leave taken by two (2) university employees to care for a family member who has a serious health condition consists of a maximum twelve (12) weeks of leave for each employee. Family medical leave for parenting is addressed in FSH 3710 E. *[rev. 7-15]*

M-15. If the university obtains information from a credible source, such as the workers' compensation authority, disability carrier, or a medical practitioner, that alters, changes, casts doubt, or fails to support continued leave or the leave application, the university has the right to:

a. revoke leave;

b. not grant leave;

c. require new evidence to support the leave request;

d. require the employee to return to work if the leave is not substantiated; and/or

e. when appropriate under applicable employee discipline policies [FSH 3910, 3920, and 3930], take disciplinary action, up to and including dismissal.

M-16. Upon return from family medical leave, employees will be assigned to their same or similar position with equivalent pay and status with or without reasonable accommodation, as appropriate, in accordance with the Americans with Disabilities Act. Job reassignment must be coordinated with Employment Services and approved by the AVP for Human Resources or designee. The university has no obligation to restore employment to temporary hourly (TH) or other employees if the employment term or project is over and the university would not otherwise have continued employment.

M-17. Family medical leave is not intended for individuals who do not plan to return to work. An employee who applies for and is granted family medical leave and fails to return to work for at least thirty (30) days upon the expiration of their family medical leave period may be obligated to repay the costs of health coverage provided by the university during any portion of family medical leave. If the university is notified that the employee does not intend to return to work, the family medical leave period will terminate immediately and the employee will be separated from employment on that date. Medical, dental and under some circumstances Health Care Spending Accounts may be continued through the Consolidated Omnibus Budget Reconciliation Act (COBRA). Options for life insurance portability or conversion may also be available. Job separation under these circumstances will result in a lump sum payment of annual leave and/or compensatory balances. In addition, the employee will no longer have a right to restoration to the same or equivalent position. The employee is responsible for contacting Employment Services to arrange for an exit interview.

N. SERVICEMEMBER FAMILY AND MEDICAL LEAVE. The federal Family and Medical Leave Act (FMLA) now entitles eligible employees to take leave for covered family member's service in the Armed Forces (Servicemember Family and Medical Leave) in two instances. This section of the policy supplements the above family medical leave policy and provides general notice of employee rights to such leave. Except as stated below, an employee's rights and obligations to servicemember family and medical leave are governed by the general family medical leave policy. *[add. 2-08, ren. 7-15]*

N-1. Definitions: The following definitions are applicable to this section of the policy.

a. "Eligible employee" is a spouse, son, daughter, parent, or for purposes of caring for a family member, the next of kin of a covered family member.
b. "Next of kin" is the nearest blood relative of a family member who is in the Armed Forces.
c. "Covered family member" means any family member who is a member of the Armed Forces, including a member of the National Guard or Reserves, regardless of where stationed and regardless of combative activities.

N-2. Leave Entitlement: Eligible employees are entitled to take servicemember family and medical leave for any one, or for a combination of the following reasons:

a. Any "qualifying exigency" (as defined by the Secretary of Labor) arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a "contingency operation," and/or
b. To care for a covered family member who has incurred an injury or illness in the line of duty while on active duty in the Armed Forces, provided that such injury or illness may render the covered family member medically unfit to perform duties of the family member's office, grade, rank or rating.

N-3. Duration of servicemember family and medical leave:

a. When leave is due to a qualifying exigency: an eligible employee may take up to 12 work weeks of leave during any 12-month period.
b. When leave is to care for a covered family member: an eligible employee may take up to 26 workweeks of leave during a single 12-month period to care for the covered family member. Leave to care for a covered family member, when combined with other qualifying family medical leave may not exceed 26 weeks in a single 12-month period.
c. Concurrent leave: servicemember family and medical leave runs concurrent with other leave entitlements provided under federal, state and local law.

O. PERSONAL LEAVE. *[ren. 2-08, 7-15]*

O-1. Any employee not covered by another university leave type within this policy may request a personal leave of absence.

O-2. Personal leave is leave without pay and without benefits. However, the supervisor may require the use of sick, annual or any other type of accrued leave if the absence qualifies and leave is available. Personal leave may be taken with pay and benefits when other paid leave such as annual leave is taken concurrently. In rare circumstances, leave may be approved without pay, with continued benefits, but only when approved as an exception and only when doing so meets the business needs of the university. Hiring units are responsible for funding the benefits under these circumstances. [APM 55.38] *[ed. 7-10]*

O-3. Reasons for requesting a personal leave may include, but are not limited to, religious, personal, and educational matters or for extension of any leave when all other leaves have been exhausted.

O-4. All requests for personal leave must be made to the supervisor in writing. A leave of three (3) working days or less can be approved by the supervisor and are recorded by the timekeeper on the employee's time record as LWB. The president or his/her designee (i.e., provost) must approve a personal leave which exceeds three (3) working days. Personal leave is not guaranteed and is granted on a case-by-case basis, with the approval of the supervisor and the unit administrator, based on the business needs of the university.

O-5. The president or designee (i.e. provost) may grant personal leave without pay with or without benefits for a period of up to one (1) calendar year, with extensions not to exceed a total of three (3) successive calendar years [RGPP II.I.5.c.1]. Consideration is given to such requests on an individual basis in the light of the reason for which it is requested, whether it is leave with or without paid benefits and the effect that granting it will have on the employee's unit or program.

O-6. When a personal leave of absence is granted, the university assures reinstatement of the individual to a position of similar status and pay, but only to the extent that such position continues to exist and would have continued to exist had no leave been taken. Return to work in the same job within the same department is not promised.

O-7. During personal leave without pay an employee is not eligible for holiday pay, the accrual of sick or annual leave, or the use of medical appointment leave, and may not be granted any other type of leave of absence such as family medical or military leave until the employee has first returned to work under active status and otherwise qualifies for such leave.

O-8. An employee who has received approval from the president or his/her designee for a personal leave without pay without paid benefits ***may*** continue to contribute toward and receive the benefits of the institution's insurance and retirement programs, if the laws, rules, regulations, policies and procedures governing the administration of such insurance and retirement programs permit. [RGPP II.I.5.c.3]. Employees should consult Benefits Services for more detailed information on how personal leave without pay will impact their benefits and their rights to continue coverage through COBRA and life insurance conversion or portability. [APM 55.09 and 55.38] *[ed. 7-10]*

O-9. Employees who are granted a personal leave of absence without pay are responsible for making arrangements with Benefit Services, before the leave begins, for the continuation or discontinuation of benefits. Also, they should call Benefit Services on their return to active status to make sure that any benefits that had been discontinued are reinstated or to adjust for changes that occurred while they were on leave. [APM 55.38] *[ed. 7-10]*

O-10. Personal leave is not intended as a vehicle to continue benefits for periods when employees are not working due to academic or seasonal work schedules or for a reduction in hours.

P. EXTENDED FAMILY MEDICAL LEAVE. *[ren. 2-08, 7-15]*

P-1. Extended family medical leave (EFML) extends job protection and health benefits beyond the expiration of family medical leave. EFML is intended for the following:

a. Individuals who plan to return to work and have a prognosis to support return to work with assumption of full duties and responsibilities of their position, with or without reasonable accommodation, within a total absence period of no more than twelve (12) consecutive months; or

b. Individuals who do not have an acceptable prognosis to return to work, but whose absence qualifies for the use of sick leave and who have an unused sick leave balance upon the expiration of family medical leave.

P-2. EFML and other options for an employee's return to work following an approved family medical leave must be coordinated through Benefit Services, approved by the supervisor, and are granted at the discretion of the university, but are not guaranteed. EFML may not exceed nine (9) consecutive months. *[ed. 2-08]*

P-3. Acceptable medical certification and/or other documentation to support a prognosis for return to work must accompany all requests for EFML. If acceptable medical certification and/or other documentation are not provided, notice of contemplated job action to separate the employee from employment at the expiration of family medical leave may be served upon the employee if all sick leave has been exhausted.

P-4. If there is not a prognosis to return to work as defined above [O-1], notice of contemplated action for job separation will be issued. However, if the employee has a remaining sick leave balance and his/her condition qualifies for the use of sick leave, employment and EFML leave will be extended through the earlier of: *[ed. 2-08]*

> **a.** the date in which all sick leave will be exhausted; or
> **b.** expiration of six (6) months of accumulated leave, measured from the date in which leave was first granted for the same condition.

All sick leave is forfeited upon separation from employment, except as provided in O-6, or as provided in (Idaho State Code 53-4001) rights to reinstate sick leave upon return to work for any State of Idaho agency. *[ed. 2-08]*

P-5. Sick and all other available paid leave must be used concurrently with and taken first before any period on unpaid leave during EFML. EFML is leave with benefits but without pay, unless accrued sick or annual leave or compensatory time is used.

P-6. An employee with a sick leave balance who separates from employment upon the expiration of EFML and qualifies as a disabled retiree, or as a retiree eligible for any tier of university retiree medical coverage that requires retiree cost sharing, may convert a predetermined amount of the unused sick leave to pay for the retiree's share of the cost for their own university medical coverage. [FSH 3730]

P-7. Health benefits will continue during an approved EFML in the same manner afforded to any employee of the same classification who is actively at work.

> **a.** The employee must make arrangements to self-pay his/her share of employee and dependent benefit costs during any portion of EFML that is unpaid.
>
> **b.** Sick leave, annual leave, holiday pay and credited service hours toward vesting of annual leave accruals and retirement are not continued during any portion of leave that is unpaid.
>
> **c.** Short and/or long-term disability wage replacement payments and/or actively at work provisions for death and other benefits provisions within PERSI and similar contracts refers to an employee being actively at work (employed and not on leave) on the date in which the disability has first begun. An employee whose condition began before taking a leave of absence and who has qualified or met the conditions in accordance with provisions set by the carrier will continue to receive benefits and/or remain eligible for such benefits during Extended Family Medical Leave, and/or upon separation from employment if unable to return to work. [Refer to Disability and Retirement Plan Handbooks www.hr.uidaho.edu/benefits]

P-8. Employees who have been granted EFML are required to provide documentation to support progressive medical improvement. Medical certification and other documentation may include temporary restrictions of duties and/or periods of part-time work. However, restrictions of job duties and/or part-time work restrictions must be approved by Human Resources and the hiring authority, and must intend and attempt to phase an employee back to work to a level of full assumption of job duties, with or without reasonable accommodation.

P-9. During EFML, the university may require reasonable periodic re-certification and updates regarding the employee's medical condition, prognosis for improvement, and fitness for duty. A release to return-to-work from the health care provider is required before an employee may return to work. The university, at its own expense, may require medical pre-screening for return to work in a position that includes pre-employment medical pre-screening to ensure the safety and fitness for prescribed job duties before an employee is allowed to return to work with or without restriction of job duty.

P-10. When an employee's own medical condition or restriction is expected to be chronic, or when the condition fails to progressively improve, notice of contemplated action and job separation or accommodation of disability under ADA should be explored.

P-11. If at the expiration of the EFML period the employee is still unable to perform the essential duties of his/her position with or without reasonable accommodation, the university has the right to separate any employee from employment and/or to end EFML and begin job separation when the medical prognosis ceases to support a return to work within EFML limits. [FSH 3910, 3920 and 3930]

Q. LEAVE FOR PROFESSIONAL IMPROVEMENT. *[ren. 2-08, 7-15]*

Q-1. Leave for professional improvement is paid leave with benefits for the purpose of participating in professional development programs or experiences for an extended period of more than two (2) weeks to attain or enhance a skill set that will result in a mutual benefit to the both the university and the employee.

Q-2. Members of the faculty who hold the rank of instructor or above, exempt employees, and classified staff are encouraged to participate in programs of professional improvement. (Tenured faculty may also be eligible for sabbatical leave and should refer to FSH 3720.) Generally, on the recommendation of an applicant's administrative supervisor, and with the approval of the dean/director and the provost/vice president, professional improvement leave may be granted under the following conditions (individual departments may have additional requirements and restrictions):

a. To participate in this plan, the faculty or staff member must have completed four (4) years of service before the time the leave is to begin.

b. Generally, at least two (2) years of service must intervene between a sabbatical leave and a leave for professional improvement or at least five (5) years of service must intervene between a leave for professional improvement and a subsequent request for the same type of leave.

Q-3. The employee requests professional improvement leave with pay by submitting a letter of application to the supervisor at least three (3) months before the leave is to begin. The letter should address the professional development to be derived from the leave, what activities (i.e. research, writing, experience, etc.) will be involved to achieve the professional goals, the duration of the leave, the level of support requested, and the source of funds, if known.

Q-4. Persons granted leave under this policy are expected either to return to the active service of the university for at least one academic or other full work year after completion of the leave, or are required to repay the money received from the university for the period of professional improvement leave granted.

Q-5. The employee must submit a report to the supervisor, the dean/director, and the provost/president regarding his or her developmental experience upon return to active work status.

Q-6. The employee may request approval to use accrued annual leave and to have an equal amount of administrative leave with pay granted to permit his or her participation in a program of professional improvement.

R. EXCEPTIONS. *[ren. 2-08, 7-15]*

R-1. Exceptions to these policies may be considered to the extent that such an exception is not contrary to state and federal laws, the Board of Regent policies and procedures, and are considered in the best interest of the university. The respective unit administrator, the AVP for Human Resources or designee, and the president or designee as required, can grant exceptions. A request for exception must be submitted and approved by the supervisor and forwarded to the AVP for Human Resources for further consideration of all approvals.

REVISED

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #15

3:30 p.m. - Tuesday, January 19, 2016
Brink Hall Faculty-Staff Lounge & Scopia

Order of Business

I. Call to Order.

II. Minutes.
- Minutes of the 2015-16 Faculty Senate Meeting #14, December 8, 2015 (vote)

III. Chair's Report.

IV. Provost's Report.
- NWCCU
- FSH 3320 – Faculty Evaluation
- Faculty Compensation

V. Other Announcements and Communications.

VI. Committee Reports.

General Education (Bird)
University Curriculum Committee:
- ~~**FS-16-026** (UCC-16-023): NR – (name change) Biological & Agricultural Engineering to Soil and Water Systems (vote)(Makus)~~ Postpone

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #14
Gen Ed Documents
FS-16-026

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #14, Tuesday, December 8, 2015

Present: Adams, Anderson, Barbour, Boschetti, Brewick, Brown, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Flores, Folwell, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Jeffery, LaPrath, Latrell, Mahoney, Murphy, Nicotra, St. Claire, Teal, Stevenson for Wiencek (w/o vote), Wolf. **Absent:** Brandt, Foster, Hrdlicka, Perret, Royer, Stoll, Wiencek (w/o vote). **Guests**: 6 (1 Boise)

After a delay due to the inability to link to our off-site Senators, who were all patiently waiting, Chair Teal called meeting #14 to order at 3:37. (Note: We were unable to develop a satisfactory connection to our other sites). A motion (Folwell/St. Claire) to approve the minutes from the December 1, 2015 meeting passed unanimously.

Chair's Report: Chair Teal announced that the next faculty gathering will be in the Vandal Ballroom from 4-6 on Monday, December 14th. It will be jointly hosted by the College of Business and the College of Art and Architecture. Chair Teal also shared a message from Senator Hrdlicka, who could not attend today, regarding last week's report on the benefits survey. Senator Hrdlicka's message suggested that the results of the survey were not shared because BAG was not confident in the integrity of the survey and they didn't want people to base their expectations on the survey. Other factors besides the survey would go into determining benefits.

Chair Teal used the rest of his report to bring Senators up-to-date on various issues in which the Senate has expressed interest.

- There will be a memo coming out from Brian Foisy regarding internal hiring and there are also some changes being developed for People Admin.
- Liz Brandt and Don Crowley have been working with a task force to make some adjustments to the student disciplinary process.
- FAC has been working on the leave policy and hopes to have some proposed changes to the Senate by late January.
- UBFC has been working on a new budget process.
- Chair Teal has talked to the Provost about possible changes to Banner which would allow easier access to departmental budgets.
- Senate Leadership and FAC have been working with the Provost's Office on possible changes to the annual faculty evaluation to make it a more meaningful process.
- The student evaluation forms will be back to us soon and the Provost has encouraged him to develop a Sli.Do poll to gauge interest in plus-minus grades.
- Senate Leadership will encourage IT and Distance Education to develop budget proposals to address the issues raised in the Senate meeting several weeks ago.

Provost's Report: Vice Provost Jeanne Stevenson noted that Provost Wiencek was in Idaho Falls for a Town Hall gathering and sent his greetings. This was the last of the Town Halls and a working draft of the Strategic Plan should be available for comments soon. The goal is still to have it ready for a presentation to the State Board in April. There was a short discussion of whether a current draft was available for comment on Yellow Dig. Several people suggested that there was a draft of the plan available.

ASUI Resolutions: Chair Teal recognized Senator LaPrath who introduced several resolutions recently passed by ASUI. The first two resolutions honored Dr. Corinne Mantle-Bromley Dean of the College of Education and Dr. Jack McIver Vice President of Research and Economic Development for their significant contributions to the University. Both are retiring in the coming year. The third resolution called upon University of Idaho professors to post grades on Blackboard. The discussion focused on the latter resolution. A variety of questions were raised.

- *Is Blackboard secure enough to avoid FERPA issues?* Senator LaPrath stated that some methods might be more secure than others but that the distance education office was working on providing different options to professors that would be secure.
- *Is the problem whether students are getting timely feedback from professors or is there a real desire for grades to be posted on BB Learn? Will every class need to do this?* Senator LaPrath suggested that not every class would need to use BB Learn but that students would like at least the important documents like a syllabus and grades posted.
- Several Senators suggested that such a move might lead to unintended consequences such as removing opportunities for students to have conversations with professors about how they are doing in the class.
- There were also some concerns about whether posting raw scores might miss some of the nuances of how final grades are determined.

FS-16-025 (UCC-16-020a): Law—L.L.M.: Senator Adams in his capacity as Dean of the College of Law discussed the proposal to create a new Master of Law (LL. M). This new degree is aimed at attracting international lawyers. Most all of the courses required to offer this degree to international students are currently offered. The goal of the program is to strengthen a foreign lawyer's knowledge of American law. There were no concerns raised and the proposal passed without objection (17-0-1).

FS-16-019 (UCC-16-022a): CLASS—General Studies: Professor Traci Craig (Associate Dean of CLASS) came forward to present a variety of proposals from CLASS. The first proposal seeks to obtain approval for delivering the current General Studies degree fully available via distance education. Although the program was already available online, it is thought that obtaining this formal approval will aid in the accreditation process and also help in marketing the program to a broader population of students.

A Senator expressed concern about whether there are exit strategies when we develop distance programs given some of the problems the University is currently experiencing with its distance delivery capability. Professor Craig noted that most of the courses required are online courses and do not rely heavily on technology. The proposal passed 16-1-1.

FS-16-020 (UCC-16-022b): CLASS—Sociology-Criminology: This proposal also seeks approval to offer the Criminology major through distance education. It will require creating some online courses that are not currently offered. The proposal passed 16-0-2.

FS-16-021 (UCC-16-022c): CLASS—History: The History department is currently close to being able to offer its program online; but, will have to create a senior experience course online. The proposal passed 16-0-2.

FS-16-022 (UCC-16-022d): CLASS—Organizational Science: This program was originally developed for off-campus students and this proposal will make it capable of being offered fully online. The proposal passed 16-0-2.

FS-16-023 (UCC-16-022e): CLASS—Psychology: Within CLASS the Psychology program has the most experience with online courses. With a small change in curriculum it can now be offered fully online. The proposal passed 16-0-1.

FS-16-024 (UCC-16-022f): CLASS—Masters in Public Administration: This proposal seeks to make the current MPA capable of reaching students from rural areas in the state. The proposal does seek to obtain new resources to offer this program fully online. The proposal passed 17-0-1.

Sabbatical Leave 2017-18. The list of faculty who have been approved for sabbatical leave for 2017-18 was presented to the Senate. With the exception of an off the record question about covering classes, there were no questions raised and the list passed without objection.

FS-16-017: FSH 3710—Leave Policy: Crowley explained that ten years ago the Faculty Senate had tried to amend FSH 3710 to include domestic partners. At the time, Senate was told that such a change would not be accepted because it would violate the recently passed amendment to the Idaho Constitution which stated: “a marriage between a man and a woman is the only domestic legal union that shall be valid.” In response, the Senate approved a footnote in FSH 3710 A-3 which reflected Senate’s desire to include domestic partners. Given the decision last June by the U.S. Supreme Court stating that states could not prohibit same sex marriages, the footnote in FSH 3710 is no longer necessary.

A Senator suggested that the word “including” be added to the parenthetical reference to adoption or foster arrangement. This was accepted as a friendly amendment. A Senator asked whether a partner was included in the new language. Professor Crowley stated that was the intention of the change. The changes passed without objection.

FS-16-013: FSH 5300—Copyright, Protectable Discoveries and Other Intellectual Property Rights. Chair Teal welcomed Vice-President Jack McIver to speak to the proposed changes in the Copyright policy in FSH 5300 (due to the problems with Scopia we were unable to connect to Casey Inge from General Counsel’s Office who had intended to present the changes and address questions). Dr. McIver noted that this version of FSH 5300 had been edited to reflect the concerns raised by Faculty Senate earlier this semester. Chair Teal added that Vice Chair Brandt, unable to be at the Senate today, had endorsed the changes saying they fully addressed her earlier concerns. Dr. McIver noted that changes sought to clarify the scope of UI sponsored material in B-2b and how that relates to the retention of rights by faculty in B-2a. A Senator asked about the reference to “resources related to the public.” Dr. McIver responded that this reference was to general resources like the library. A motion (St. Claire/Wolf) to accept the proposed changes to FSH 5300 passed unanimously.

Adjournment: With no new business on the agenda a motion (Mahoney/St. Claire) to adjourn passed unanimously at 4:40.

Don Crowley,
Secretary to Faculty Senate and Faculty Secretary

Northwest Commission on Colleges and Universities
NWCCU

8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981
425 558 4224
Fax: 425 376 0596
www.nwccu.org

August 8, 2015

Ms. Lodi Price
Executive Assistant to the Provost and Executive Vice President
University of Idaho
875 Perimeter Drive, MS 3152
Moscow, ID 83844

Dear Ms. Price:

This is to certify that the Northwest Commission on Colleges and Universities (NWCCU) is the regional institutional accrediting agency for colleges and universities in the states of Alaska, Idaho, Montana, Nevada, Oregon, Utah and Washington. The Northwest Commission on Colleges and Universities is recognized as a reliable authority on regional, institutional accreditation by the United States Department of Education.

This letter serves to verify that the University of Idaho, located in Moscow, Idaho, has been accredited continuously by NWCCU since receiving initial accreditation in 1918. The Northwest Commission on Colleges and Universities accredits the University of Idaho at the baccalaureate, master's and doctoral degree levels. The Commission most recently reaffirmed the accreditation of the University in Spring 2015 on the basis of a Year Seven Mission Fulfillment and Sustainability evaluation. The University's next comprehensive evaluation is scheduled for Spring 2022.

I hope this information is helpful. Please contact me if you have questions regarding the University's accredited status with the Northwest Commission on Colleges and Universities.

Sincerely,

Elsa J Buckley-Gossett

Elsa J. Buckley-Gossett
Coordinator, Communications and External Relations

cc: Dr. Chuck Staben, President
Dr. Sandra E. Elman, President, NWCCU

Accreditation Reaffirmation

The Northwest Commission on Colleges and Universities (NWCCU) informed President Chuck Staben that the University's regional accreditation was reaffirmed July 20, 2015.

Regional accreditation, a voluntary process, provides a mechanism to recognize colleges and universities that meet defined standards of practice and quality. The University of Idaho was first accredited in XXXX and continues that status today.

The accreditation process, a seven year cycle, begins with an initial report in Year One of the cycle. This is followed by a Mid-Cycle on-site review with a particular focus on student learning. The comprehensive report developed for the Year Seven visit includes information on institutional changes since the previous report; Mission, Core Themes, and Expectations; Resources and Capacity; Institutional Planning, Core theme Planning, Assessment, and Improvement; and Mission Fulfillment, Adaptation, and Sustainability.

The University of Idaho hosted the Year Seven site visit in spring 2015. A team of seven members from within the NWCCU region conducted an on-site visit to ascertain that the University addressed and provided documentation that each of the standards was addressed and met. Team members reviewed the Year Seven Report; interviewed University administrators, faculty, staff, and students; visited various facilities; had the opportunity to observe classes; and gathered information relative to the standards and self-study. The team documents its observations and findings in a report submitted to NWCCU with its commendations and recommendations.

The NWCCU decision included three commendations: 1) recognition of the University's "innovative and interdisciplinary" program of General Education, 2) the impact of the Leadership Academy on faculty and staff leadership development, and 3) the significant initiatives to improve public safety and engage the University community in ensuring the welfare of others. The Commission identified recommendations for continuing attention and improvement. These included: 1) more clearly identifying the benchmarks for missing fulfillment, 2) more consistently use assessment results to determine fulfillment of the mission, 3) more consistently formalize and evaluate institutional planning cycles and results, and 4) use these data to define the future of the University consistent with its mission.

The University is initiating the process for development of the next University strategic plan in fall 2015. The articulation of goals and strategies for the strategic plan will include a review, refinement, and up-date of strategies, benchmarks, and measures of performance. The increased coordination of these processes will streamline University practices and reporting for the NWCCU and University of Idaho Board of Regents/State Board of Education.

The University is in the process of developing the Year One report for the next cycle of accreditation, due to NWCCU January 2016.

Comments and suggestions are welcome and can be directed to provost@uidaho.edu.

John Wiencik

Provost and Executive Vice President

FACULTY ANNUAL EVALUATION

FSH 3320 : Form 1
review period:

Faculty Name:

V Number:

Unit(s):

Administrative Title:
(if applicable)

Evaluator(s):

Responsibilities	PD %	Achievements and Impacts not listed on Curriculum Vitae
TEACHING AND ADVISING FSH 1565 C-1		
SCHOLARSHIP and CREATIVE ACTIVITIES FSH 1565 C-2		
OUTREACH and EXTENSION FSH 1565 C-3		
UNIVERSITY SERVICE & LEADERSHIP FSH 1565 C-4, 1420E		

Commentary on Faculty Performance

Recommendations (optional):

☐ Faculty member is making progress on the goals defined in the position description, and contributes positively to life and learning at the University of Idaho.

☐ Faculty member is not meeting University of Idaho performance expectations.

Unit Administrator Signature Date

Unit Administrator (joint appointments [if applicable]) Date

Faculty Signature Date

Dean Signature Date

☐ **Interdisciplinary/Center Administrator Comments Attached** (if applicable). The unit administrator is responsible to solicit, discuss and consider evaluative comments from those interdisciplinary/center administrators listed in the faculty narrative. (FSH 3050 B-2, 3320 A-1 d, 3520 E-1, G-3, G-4c, and 3560 C,E-2d).

☐ **Faculty Comments Attached** (optional). The faculty member is allowed to include comments that respond to the administrator's evaluation.

☐ **Dean's Comments Attached** (optional). If there are any significant difference in the commentary or recommendations between the department chair and college dean, the dean shall include a narrative stating the reasons for these differences. The form with attachments must be returned to the faculty member for a second signature (if there is a disagreement, see FSH 3320 A-1 f

____
Second Faculty Signature (if applicable) Date

Disclosure of Conflicts

FSH 6240

- If you have a conflict to disclose then you also will need to complete Form FSH 6240A.
- If there is any change in your circumstance that may give rise to potential conflicts or eliminate potential conflicts previously disclosed, then you will need to complete Form FSH 6240A within 30 days of the change.
- Disclose outside employment for compensation of more than 20 hours/week by completing FORM 6240B

☐ I **DO NOT** have any conflicts of interest, conflicts of commitment or apparent conflicts, according to FSH 6240, to report.

☐ I **DO** have any conflicts of interest, conflicts of commitment or apparent conflicts, according to FSH 6240, to report.
  ☐ I have submitted FSH 6240A and a plan to manage each conflict or apparent conflict to my unit administrator.

____
Faculty Signature Date

____
Unit Administrator Signature Date

(FSH 3320)
ANNUAL PERFORMANCE EVALUATION FORM 1: EVALUATION OF FACULTY
(INCLUDES DISCLOSURE OF CONFLICTS FSH 6240)
(Confidential) *[ed. 6-12]*
For Period of Review: January thru December ___

Name:____ Evaluator(s): ____________________________________

Unit(s):_____________________________________ ____________________________________

Administrative Title (if applicable):____

Employee V#: _____________________________

NOTE: Faculty and administrator(s) are to review and address the objectives as stated on the previous year's position description.

Position Description (PD) Responsibilities	**PD %**	**Numeric Score***	**PD% x score = total**	**COMMENTS INCLUDING ACCOMPLISHMENTS and IMPACTS WHEN APPLICABLE (Use back if necessary)**
TEACHING AND ADVISING (FSH 1565 C-1; Strategic Action Plan Goal 1)				
SCHOLARSHIP and CREATIVE ACTIVITIES (FSH 1565 C-2; Strategic Action Plan Goal 2)				
OUTREACH and EXTENSION (FSH 1565 C-3; Strategic Action Plan Goal 3)				
UNIVERSITY SERVICE & LEADERSHIP (FSH 1565 C-4, 1420E; Strategic Action Plan Goal 4)				

***Scoring Key**
5 = Exceptional performance
4 = Above expectations
3 = Meets expectations
2 = Below expectations
1 = Unacceptable performance

Scoring Example:

PD%	Numeric Score	Total
Teaching and Advising 50%	4	.50 x 4 = 2.0
Scholarship 35%	2	.35 x 2 = .7
Outreach & Extension 10%	3	.10 x 3 = .3
Univ. Service & Leadership 5%	3	.05 x 3 = .15
Unit Adm. Score (transfer total to box below)		3.15 = 3.2

Unit administrators and college deans may extend the weighted score one decimal place.
Rounding: .5 and above round up; .4 and below round down.

Unit Administrator Score	**College Dean Score**

(Continued on next page)

☐ **Interdisciplinary/Center Activities:** The unit administrator is responsible to solicit, discuss and consider evaluative comments from those interdisciplinary/center administrators listed in the faculty narrative attached to the position description used for this evaluation. All solicited comments are to be attached to this form. (FSH 3050 B-2, 3320 A-1 d, 3520 E-1, G-3, G-4c, and 3560 C,E-2d).

☐ **Unit Administrator's Attachment:** A narrative on progress towards tenure, promotion, and/or continued satisfactory performance is to be completed by **all** evaluators for **all** faculty using separate pages and attach to this form (if there is a disagreement, see FSH 3320 A-1 e&f). Include the following areas, as appropriate: advancement, interdisciplinary activity, activity at centers, professional development and professional service (FSH 1565 B). **If the narrative(s) is/are not attached the form will be returned to the unit by the college.**

____
Unit Administrator Signature/DATE

____
Unit Administrator (joint appointments if applicable)/DATE

Faculty Comments:

____
Faculty Signature/DATE

____
Dean Signature/DATE

☐ **Dean's Attachment:** If there are any differences in any category of scoring between the department chair and college dean, a narrative shall be attached stating the reasons for these differences. The form with attachments must be returned to the faculty member for a second signature (if there is a disagreement, see FSH 3320 A-1 f). **If the narrative is not attached the form will be returned to the College by the provost.**

____
Second Faculty Signature (if applicable)/DATE

FSH 6240 Required Disclosure of Conflicts

You must complete this disclosure annually with your performance evaluation. If you have a conflict to disclose then you also will need to complete Form FSH 6240A. Likewise, if there is any change in your circumstance that may give rise to potential conflicts or eliminate potential conflicts previously disclosed, then you will need to complete Form FSH 6240A within 30 days of the change. University of Idaho FSH Policy 6240 Conflicts of Interest or Commitment is available at http://www.webpages.uidaho.edu/fsh/6240.html. If you have any questions about the form or about specific potential or actual conflicts of interest, please contact your unit administrator or the Chair of the university's Ethical Guidance and Oversight Committee. **Disclose outside employment for compensation of more than 20 hours/week by completing FORM 6240 B – Disclosure of Outside Employment or Consulting for Compensation.**

- □ I have reviewed FSH 6240 and **DO NOT** have any conflicts of interest, conflicts of commitment or apparent conflicts to report. Please sign and date below.
- □ I have reviewed FSH 6240 and **DO** have conflicts of interest, conflicts of commitment or apparent conflicts to report. Please, sign below, and fill out form FSH 6240A. Submit completed FSH 6240A to your unit administrator along with separate pages describing a plan to manage each conflict or apparent conflict.

Your signature below certifies that you have reviewed FSH 6240 regarding disclosure of conflicts, and that the information that you provide regarding disclosure of any conflict is accurate to the best of your knowledge as of the date of this document, and you commit to providing an update if a material change occurs in the information you have provided.

______________________________	______________________________
Faculty Signature/DATE	Unit Administrator/DATE

REQUEST FOR INCREASED COMPENSATION

FSH ???
review period:

Faculty Name:

V Number:

Unit(s):

Administrative Title:
(if applicable)

Evaluator(s):

Merit ____% Equity ____% Cost of Living ____% **Total ____%**

Justification for Increased Compensation

(Faculty Annual Evaluation should be reviewed as part of this request).

Unit Administrator Signature Date

Unit Administrator (joint appointments [if applicable]) Date

Dean Signature Date

Provost Signature Date

In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new knowledge and opportunities as they arise, as well as effectively communicate and collaborate with increasing diverse communities and ways of knowing. In combination with a student’s major, general education curriculum prepares students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges. General education course work provides graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General Education helps instill students with the personal and civic responsibilities of good citizenship. General Education prepares graduates as adaptive, life-long learners.

This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter “institutions”).

1. The state of Idaho’s General Education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, outlined below in Figure 1, shall be:

   a. The General Education curricula must be thirty-six (36) credits or more.
   b. Thirty (30) credits or more of the General Education curricula must fit within the General Education Matriculation (GEM) competency areas defined in subsection 4 of this policy.
   c. Six (6) or more credits of the General Education curricula are reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

Fig. 1: General Education framework reflecting AAC&U Essential Learning Outcomes

GEM (30 cr. or more)   Institutional (6 cr. or more)

Integrative Skills   Ways of Knowing

2. The intent of the General Education framework is to:

   a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses;
   b. Establish shared rubrics that guide course/general education program assessment; and
   c. Create a transparent and seamless transfer experience for undergraduate students.

3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout General Education and major. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences. Those competencies are:

   a. Written Communication
   b. Oral Communication
   c. Mathematical Ways of Knowing
   d. Scientific Ways of Knowing
   e. Humanistic and Artistic Ways of Knowing
   f. Social and Behavioral Ways of Knowing

4. GEM courses in each area shall include the following competencies.

   a. Written Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.

      i. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
      ii. Adopt strategies and genre appropriate to the rhetorical situation.
      iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
      iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
      v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
      vi. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
      vii. Read, interpret, and communicate key concepts in writing and rhetoric.

   b. Oral Communication: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.

      i. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.

ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.
iii. Understand interpersonal rules, roles, and strategies in varied contexts.
iv. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
v. Employ effective verbal and nonverbal behaviors that support communication goals.
vi. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

c. Mathematical Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate the following competencies.

i. Read, interpret, and communicate mathematical concepts.
ii. Represent and interpret information/data.
iii. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.
iv. Apply quantitative reasoning to draw and support appropriate conclusions.

d. Scientific Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies.

i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
iv. Describe the relevance of specific scientific principles to the human experience.
v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.

e. Humanistic and Artistic Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.

i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.

v. Interpret artistic and/or humanistic works through the creation of art or performance.
vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.

f. Social and Behavioral Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.

i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

5. General Education Requirement

a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated by courses prefixes.

General Education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	6
Oral Communication	2
Mathematical Ways of Knowing	3
Scientific Ways of Knowing	7 (from two different disciplines with at least one laboratory or field experience)
Humanistic and Artistic Ways of Knowing	6 (from two different disciplines)
Social and Behavioral Ways of Knowing	6 (from two different disciplines)
Institutionally-Designated Credits	6

i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution.

ii. Additional GEM courses, beyond the General Education curricula, may be required within the major for degree completion.

b. This subsection pertains to Associate of Applied Science (AAS) degrees.

i. The General Education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Any General Education course	3

c. GEM courses are transferable as meeting the GEM requirement at any institution pursuant to Board policy Section III.V.

6. Governance of the General Education Program and Review of Courses

a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions shall meet at least annually to ensure consistency and relevance of General Education competencies related to their discipline.

b. The General Education Committee (GEM Committee): The GEM Committee, shall consist of a representative from each of the institutions appointed by the Board; a representative from the Division of Professional-Technical Education; and, as an ex officio member, a representative from the Idaho Registrars Council. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review the competencies and rubrics of the General Education framework for each institution. GEM Committee duties are prescribed by the Board.

c. The institutions shall identify all General Education courses in their curricula and identify them on the state transfer web portal.

UI General Education requirements (2015-2016 Catalog)

ISEM 101
Integrated Seminar
(for first-year students)

3 credits

↓

ISEM 301
Great Issues Seminar
(for sophomores or juniors)

1 credit

↓

SENIOR EXPERIENCE

1-3 credits

↓

American Diversity

3 credits

↓

International

Approved course or Study Abroad

Institutionally Designated Category (6+ cr.)

ISEM 101	Spring 2016							1/19/2016
Section #	Instructor Name	Department	Title	Honors?	WWW?	Capacity	Enrolled	Available
1	Barry Bilderback	LHSOM	*Musical Rhythms of the World*	N	N	38	38	0
3	Philip Stevens	Soc/Anth	*Power & Control: Educat. in USA*	N	N	38	37	1
9	Maggie Rehm	Psych/Comm	*Gender in the U.S.*	N	N	38	26	12
10	Jan Johnson	English	*Native American Survivance*	N	N	36	30	6
11	Jan Johnson	English	*Native American Survivance*	N	N	36	27	9
17	Mark Warner	Soc/Anth	*HON: Contemporary American Expe*	Y	N	30	14	16
21	Kathy Aiken	History	*Sports & American Society*	N	N	38	38	0
26	Javier Rodriguez	LHSOM	*World Music in Society*	N	N	38	38	0
30	Justin Barnes	JAMM	*Sports & American Society*	N	N	38	38	0
31	Sharon Stoll	Education	*Sports & American Society*	N	N	36	36	0
32	Shannon McGowan	MLC	*Got Privilege?*	N	N	36	31	5
39	Benjamin James	Theatre	*Nightmares in Red-White-Blue*	N	N	38	38	0
40	Benjamin James	Theatre	*Nightmares in Red-White-Blue*	N	N	38	38	0
45	Adam M. Sowards	History	*Into the Wild*	N	N	38	38	0
56	Elizabeth Sloan	Psych/Comm	*The Creative Mind*	N	N	38	38	0
57	Elizabeth Sloan	Psych/Comm	*Jupiter, Venus and Mars*	N	N	38	39	0
62	Thomas Andrew Drake	English	*Love and Happiness*	N	N	38	38	0
70	Kenneth Virgil Faunce	History	*Exploring Global Communities*	N	Y	38	38	0
76	Russell Eric Jackson	Psych/Comm	*Origin of the Mind*	N	N	38	38	0
82	Sayantani Dasgupta	English	*Globalization & Food Tradition*	N	N	38	36	2
	TOTAL					744	694	51

Currently enrolled students who need ISEM 101 as of 1/14/2016. (Sophomores, juniors and seniors need permission of the director of General Education to enroll in an ISEM 101.)

CLASS	NEED_ISEM101
01-Freshman	111
02-Sophomore	30
03-Junior	14
04-Senior	5

ISEM 301	Spring 2016						1/19/2016
Section #	**Instructor(s)**	**College**	**Title**	**Capacity**	**Enrolled**	**Available**	**Wait List**
1	Raymond Dixon	Education	*Collab Skills/Interdis Projs*	45	45	0	2
2	Rula Awwad-Rafferty	CAA	*Informing Spatial Agency PCIC*	80	74	6	0
3	Brian Dulin, Taylor Rainey	Education	*Alcohol and Drug Prevention*	30	30	0	27
4	George Newcombe	CNR	*Inspiring Lives of Scientists*	43	46	0	6
5	James Connors	CALS	*Celebrating Idaho Agriculture*	25	27	0	18
6	Jo Ellen Force	CNR	*Sustain. of Human Ecosystems*	25	25	0	0
7	J. Hammel, K. Aiken	CALS/CLASS	*The Dust Bowl*	30	30	0	5
8	Anthony Davis	CNR	*WagingPeace: Borah Symposium*	20	18	2	2
9	Katrina Taylor	Education	*WWW: Disparities in Obesity Health*	30	31	0	7
10	Jan Mason Rauk	CBE	*Global Ldrship/Talent Needed*	45	44	1	0
11	J. Hammel/K. Aiken	CALS/CLASS	*HON: The Dust Bowl*	30	21	9	0
13	Frank M. Wilhelm	CNR	*Water in Society*	40	39	1	0
14	Eric Aston	Engineering	*Discovery/Invention Society*	5	5	0	0
15	Eric Aston	Engineering	*HON: Discovery/Invention Society*	25	23	2	0
17	James Clemmons	CBE	*Global Ldrship/Talent Needed*	45	39	6	0
19	K.D. Hatheway Dial	CBE	*Teach to Learn: Money Skills*	32	32	0	2
20	Cassidy Hall, Bradley Clark	Education	*Active Learning: History/Design*	30	30	0	0
21	Sharon Stoll, Marcis Fennel	Education	*Competition Values & You*	35	33	2	0
23	Steven Yoder	Engineering	*WagingPeace: Borah Symposium*	30	30	0	0
23	Steven Yoder	Engineering	*WagingPeace: Borah Symposium*	30	29	1	0
				675	651	30	69

Currently enrolled students who need ISEM 301 as of 1/14/2016

CLASS	NEED_ISEM301
02-Sophomore	1098
03-Junior	446
04-Senior	97

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #14

3:30 p.m. - Tuesday, December 8, 2015
Brink Hall Faculty-Staff Lounge & Scopia

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #13, December 1, 2015 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- ASUI (LaPrath)

VI. Committee Reports.

University Curriculum Committee:

- FS-16-019 (UCC-16-022a): CLASS – General Studies – distance (Craig)
- FS-16-020 (UCC-16-022b): CLASS – Sociology - Criminology – distance (Craig)
- FS-16-021 (UCC-16-022c): CLASS – History – distance (Craig)
- FS-16-022 (UCC-16-022d): CLASS – Organizational Science – distance (Craig)
- FS-16-023 (UCC-16-022e): CLASS – Psychology – distance (Craig)
- FS-16-024 (UCC-16-022f): CLASS – Public Administration – distance (Craig)
- FS-16-025 (UCC-16-020): LAW – L.L.M. (new)(Dodge)

VII. Special Orders.

- **Sabbatical Leave 2017-18** (vote)

VIII. Unfinished Business and General Orders.

- **FS-16-017:** FSH 3710 – Leave Policy (edit)(Crowley)(vote)
- **FS-16-013:** FSH 5300 – Copyrights, Protectable Discoveries and Other Intellectual Property Rights (Inge)(vote)

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #13
FS-16-013, 017, 019-025
Sabbatical Leave 2017-18

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #13, Tuesday, December 1, 2015

Present: Adams, Anderson, Boschetti, Brandt, Brewick, Brown, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Flores, Folwell, Foster, Godfrey (Coeur d'Alene), Hrdlicka, Jeffery, LaPrath, Latrell, Mahoney, Nicotra, Royer, St. Claire, Stoll, Teal, Stevenson for Wiencek (w/o vote), Wolf. **Absent:** Barbour, Hiromoto (Idaho Falls), Murphy, Perret, Wiencek (w/o vote), Wolf. **Guests:** 5

Chair Teal called meeting #13 to order at 3:30 p.m. A motion (Stoll/Chung) to approve the minutes from the November 17, 2015 meeting passed without dissent.

Chair's Report: Chair Teal reminded everyone that the University Faculty Meeting originally scheduled for December 3rd had been canceled. The Faculty Senate will meet next week.

Provost's Report: Vice Provost Jeanne Stevenson stated that Provost Wiencek could not be at the Senate meeting due to a town hall meeting on the Strategic Action Plan in Coeur d'Alene. We are making significant progress towards its development. These town hall meetings are being scheduled in various times and places to encourage discussion and active participation. There will be a town hall meeting in Moscow on December 4th at 10:30 a.m. in the Commons. There are also meetings scheduled within the next week in Boise and Idaho Falls. She also reminded everyone of the President's Holiday Reception on December 2nd and the Alumni Awards for Excellence ceremony scheduled for December 11th.

Benefits Advisory Board: The Chair gave the floor to Senator Hrdlicka to provide a report from the Benefits Advisory Board (BAG). He noted that BAG has only met twice so far as they have been waiting to receive the results of a survey that was sent out to the university community. The purpose of the survey is to determine what type of new benefits people might wish to receive and to what extent people are willing to pay for new benefits. The return rate on the survey was, a statistically significant, 31%. Senator Hrdlicka felt that the survey would provide a pretty clear idea of what people want to see in their health care packages. BAG will also be looking at what other organizations of similar size are providing. Early next year BAG will begin to consider possible changes and make recommendations. Several Senators wondered why BAG had not made the results of the survey known. Senator Hrdlicka responded that he wasn't sure why they haven't made the results known but he would follow-up on why the results were being treated as confidential. Another Senator asked why BAG had picked particular benefits, as opposed to others that might be considered. Professor Hrdlicka stated that the possible benefits had been chosen based upon various inquiries to BAG and the committee's sense of what people wanted. The purpose of the survey was to obtain broader information on what benefits the wider community desired.

Classification Task Force: The Chair introduced the Vice President of Finance Brian Foisy. Mr. Foisy explained that his purpose today was to give the Senate advance notice of a communication regarding employee hiring practices that would be released before the end of the year. He provided a set of hypothetical cases that sought to illustrate problems with our current hiring practice. His examples showed that under our current system a person employed by the UI might not be able to get the same salary as somebody from outside who applied for the same job within the UI. This was true despite the fact that the UI employee might have the same or better qualifications and certainly had more experience with the UI. Under our current system the UI employee applying for another UI job at the same classification is restricted from receiving a raise even if the department hiring was capable of paying more. Yet in the case of an external applicant the hiring department could pay up to the one-third salary range. Mr. Foisy noted that this situation demoralizes internal applicants.

Mr. Foisy explained that he is seeking to remove this form of discrimination against internal applicants by telling those hiring to pick the best applicant and negotiate with that person up to the level they can afford to pay. He acknowledged that this proposal would not get rid of internal equity problems, but that the same type of equity problems are being created by hiring in people from outside. He does have other plans for dealing with the internal equity issues. He intends to work with the classification task force to reduce some of these problems. These plans would involve developing an alternative to the current classification system. The real goal is a better compensation system.

In general, the idea would be to set target salaries for positions and to work towards meeting those targets. The targets would be based on determining what the market is for such positions.

Chair Teal reflected the thoughts of the Senate by stating his appreciation for the progress V.P. Foisy is making in this critical area. Various other Senators expressed their appreciation for the presentation, both for its clarity and its attempt to come to terms with the problems created by the current classification and compensation system.

Mr. Foisy's acknowledgement that the current system was broken and needed to be fixed certainly reflected the concerns raised by the Senate last year and in this year's Senate retreat.

There were several questions raised about the equity issue.

- *Would giving unit heads greater flexibility to hire up to their funding capacity create (or make worse) existing inequalities on campus between units that have funds and those that don't?* Mr. Foisy responded by acknowledging that equity across job functions was a continuing problem, which would be difficult to resolve completely. He expressed an employment philosophy which would seek to create compensation targets for people with similar job responsibilities. Units would be responsible for assuring that all employees were brought up to a percentage of the target.
- *Would the currently existing "one-third" rule continue to exist?* Mr. Foisy suggested that as we move towards a different philosophy based upon all employees being within a specified range of the market, the old classification ranges would cease to be a major concern. Mr. Foisy also expressed some trepidation about committing to specific changes in what was clearly a work in progress.
- *What about employee's attempt to change their job description to qualify for a higher classification?* He suggested that he didn't feel this was the right approach since reclassification was a tedious and time-consuming process. Tinkering with job descriptions would not be nearly as important in the system he hopes to adopt. He agreed that some jobs were unique but that in general the idea would be to find what someone performing a roughly similar job was being paid in the market. This would become the target.
- *What about funds to finance such a compensation system?* Mr. Foisy noted that the President had announced that salaries were our highest priority. The President's goal is to get employees to 100% of market during his tenure.

As the discussion came to a close, Mr. Foisy reiterated that much of this conversation is in the early stages of development and he doesn't wish to get too far out in front of the process.

Information Technology Committee: The Chair introduced Professor Celeste Brown from the Information Technology Committee. Professor Brown introduced a report from the committee dealing with problems with videoconferencing within the UI. In particular, the committee had been asked to discuss issues related to Scopia. Scopia is the bridging service being used by the UI. It was adopted because of its cost and reliability after the videoconferencing system was disbanded due to lack of funds. Scopia requires properly engineered rooms and newer video equipment. The committee suggested that many of the problems encountered with Scopia are related to units on campus working with older technology. Professor Brown stated that Scopia has been very responsive in trying to fix the recording and other problems that have occurred. She noted that some problems have occurred in colleges that do not have the technical support personnel to deal with problems when they arise. IT does provide support at $60 an hour. Beyond technical problems there are larger questions related to how the University decides to deliver distant education.

Several Senators responded by suggesting that this report doesn't adequately reflect the experience of most colleges with Scopia. The discussion raised many concerns:

- The committee needs to do more information gathering from colleges to better understand the range of problems with Scopia.
- A high percentage of meetings and classes experience disruptions when using Scopia. These failures are seriously undermining the delivery of courses.
- This occurs even with state of the art technology and classrooms and having competent technical support staff.
- The responsibility to support the system too often falls on colleges who do not have the personnel and resources to deal with these problems.
- We aren't going to be able to find a solution that satisfies both the needs of courses and videoconferencing for meetings.
- There seems to be disharmony between IT and Distance Education. A decision needs to be made with respect to how distant education will be delivered.
- Bandwidth varies dramatically across campus.
- For a live demonstration of the problem the Senator from Boise had to email us to get recognized during the meeting to comment on the problems of Scopia.

University Budget and Finance Committee: Moving from the problems of Scopia to budgets the Chair recognized Vice Chair Brandt to provide a report from UBFC. Professor Brandt presented information regarding the development of a new budget process which will provide a mechanism allowing units to make budget requests for both new, continuing funding, and significant one-time or short term strategic investments. UBFC has distributed a memo describing this process. Funding requests from academic units must be submitted to the college dean. Other areas should submit requests to the vice president in charge of the area. Funding requests are due to the UBFC from the deans and V.P's by January 15, 2016. Any area desiring new or continuing funding for fiscal year 2018, or desiring one-time/short-term funding in excess of $100,000 for fiscal year 2017 should complete the process outlined in the distributed forms. A Senator suggested that the process be put online and allow the opportunity for text to help explain the request.

FS-16-016 rev: FSH 3320 - Faculty Evaluation: Professor Crowley explained that the faculty secretary's office had slightly reworded the section in 3320 B-1 in response to concerns raised at the last meeting that the wording seemed overly intrusive. The section (after a friendly amendment) should now read "The unit administrator, in consultation with the faculty member, should address the possible causes of the problem, should suggest appropriate resources and encourage the employee to seek such help."

A motion (Flores/Brewick) to accept this change, along with the change in 3320 C, was approved without dissent.

Adjournment: A motion (Foster/Folwell) to adjourn passed unanimously at 5:00 p.m.

Don Crowley,
Secretary to Faculty Senate and Faculty Secretary

IN THE SENATE
SENATE RESOLUTION NO. F15-10
BY FACULTY SENATE REPRESENTATIVE LaPRATH
SPONSORED BY SENATOR MILLER

A RESOLUTION
HONORING, DR. CORINNE MANTLE-BROMLEY, DEAN OF THE COLLEGE OF EDUCATION, FOR HER SIGNIFICANT CONTRIBUTIONS TO THE UNIVERSITY OF IDAHO

WHEREAS, Dr. Corinne Mantle-Bromley has served as the Dean of the College of Education for over five years;
WHEREAS, Dr. Mantle-Bromley has positively impacted the educator profession nationwide on behalf of the University of Idaho;
WHEREAS, Dr. Mantle-Bromley is a mentor to hundreds of undergraduates, graduate students, and junior faculty who passed through the Department of Education at the University of Idaho;
WHEREAS, Dr. Mantle-Bromley was appointed to the Deans for Impact board of directors representing the University of Idaho on a national level;
WHEREAS, Dr. Mantle-Bromley was instrumental in the Doceo Center for Innovation and Learning, granting the University of Idaho $3 million in grant money to fund a leadership position specializing in technology integration throughout education;
WHEREAS, Dr. Mantle-Bromley has overseen the College of Education building renovation;
WHEREAS, Dr. Mantle-Bromley has helped secure over $4 million in private support to help fund the College of Education building renovation;
WHEREAS, Dr. Mantle-Bromley has had over 21 journal publications, 10 book and chapter publications, 15 minor publication in her entire career;
THEREFORE, Be it Resolved By the Senate of the Associated Students of the University of Idaho that we would like to congratulate Dr. Corinne Mantle-Bromley on all of her accomplishments during her career.
BE IT FURTHER RESOLVED, that we honor Dr. Corinne Mantle-Bromley and her influence at the University of Idaho as well as her commitment to education and the College of Education.
BE IT FURTHER RESOLVED that we wish Dr. Corinne Mantle-Bromley a wonderful retirement.

COPIES OF THIS RESOLUTION SHALL BE SENT TO

Chuck Staben, President
Dr. Corinne Mantle-Bromley, Dean of The College of Education
Twila Brown, Assistant to the Dean of Education
Faculty Senate
Dean of the Students Office
The Argonaut

IN THE SENATE
SENATE RESOLUTION NO. F15-11
BY FACULTY SENATE REPRESENTATIVE LaPRATH
SPONSORED BY SENATOR MILLER

A RESOLUTION
HONORING, Dr. JOHN "JACK" McIVER, VICE PRESIDENT OF RESEARCH AND ECONOMIC DEVELOPMENT, FOR HIS SIGNIFICANT CONTRIBUTIONS TO THE UNIVERSITY OF IDAHO

WHEREAS, Dr. McIver has served as the Vice President of Research and Economic Development for over seven years;

WHEREAS, Dr. McIver has positively impacted the region, the nation, and internationally as a point of contact who oversees all research interests at the University of Idaho;

WHEREAS, Dr. McIver is a mentor to hundreds of undergraduates, graduate students, and junior faculty who passed through the College of Science at the University of Idaho;

WHEREAS, Dr. McIver has taught Physics at the University of Idaho to hundreds of students, furthering their education and knowledge about the subject;

WHEREAS, Dr. McIver oversees the Office of Sponsored Programs, the Office of Research Assurances, and the Office of Technology Transfer;

WHEREAS, Dr. McIver led the nation in data management by establishing the University of Idaho Northwest Knowledge Network, a hub for conversation focused on interdisciplinary scientific knowledge;

WHEREAS, Dr. McIver helped partner the University of Idaho with the Department of Interior Northwest Climate Research Center and the USDA-sponsored REACCH program encouraging climate research;

WHEREAS, Dr. McIver served on numerous committees and councils including; Idaho EPSCoR, Idaho IGEM, and the LARS Board, representing the University of Idaho;

WHEREAS, Dr. McIver is a role model to others interested in science leadership and research management at the University of Idaho and other prominent research institutions;

THEREFORE, Be it Resolved By the Senate of the Associated Students of the University of Idaho that we would like to congratulate Dr. John "Jack" McIver on all of his accomplishments during his career.

BE IT FURTHER RESOLVED, that we honor Dr. John "Jack" McIver and his influence at the University of Idaho as well as his commitment to research and knowledge.

BE IT FURTHER RESOLVED that we wish Dr. John "Jack" McIver a wonderful retirement.

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COPIES OF THIS RESOLUTION SHALL BE SENT TO

Chuck Staben, President
Dr. John "Jack" McIver, Vice President of Research and Economic Development
Faculty Senate
Dean of the Students Office
The Argonaut

IN THE SENATE
SENATE RESOLUTION NO. F15-12
BY DIRECTOR NICK WREN
SPONSORED BY SENATOR RACHAEL MILLER AND MCKENZIE MACDONALD

A RESOLUTION

CALLING UPON UNIVERSITY OF IDAHO PROFESSORS TO POST GRADES ON BLACKBOARD

WHEREAS, early warning and midterm grades play a vital role in alerting student as to where they stand in a particular class;

WHEREAS, these warning and midterm evaluations alone do not suffice in informing students of their grade at all times;

WHEREAS, access to regularly updated grade information allows students to more accurately gauge where they stand in a particular class at all times;

WHEREAS, as of October 19, 2015, a poll found that 94% of University of Idaho students would find it useful for more classes to post grades on Bblearn;

WHERAS, Blackboard serves as one of the most useful digital tools for teachers and students to interact at the University of Idaho;

WHEREAS, a Blackboard account is automatically created for every course, although not all professors choose to activate that account;

WHEREAS, Blackboard has a function to create a spreadsheet that can be downloaded as an Excel sheet and automatically updates to Blackboard in real time as professors input grades;

WHEREAS, the Distance & Extended Education office provides one-on-one trainings with professors to help build Blackboard programs;

WHREAS, the Distance & Extended Education office provides a line open 8am to 6pm Monday through Friday to assist professors who may be experiencing technological issues or need help with Blackboard;

WHEREAS, updated grading information would allow students, faculty and staff to participate in a more informed discussion about the students' performance in a class;

THEREFORE, Be it Resolved By the Senate of the Associated Students of the University of Idaho call upon the University of Idaho professors to post grades on Blackboard.

COPIES OF THIS RESOLUTION SHALL BE SENT TO

Chuck Staben, President
Blaine Eckles, Dean of Students
Larry Makus, Dean of the College of Agriculture & Life Sciences
Ellen McKenzie, Dean of the College of Art & Architecture
Erick Larson, Dean of the College of Business & Economics
Joe Law, Dean of the College of Engineering
Charles Tibbais, Dean of the College of Letters Arts & Social Sciences
Tom Gorman, Dean of the College of Natural Resources
Mark Nielsen, Dean of the College of Science
The Argonaut
Moscow-Pullman Daily News

Institutional Tracking No. FS-16-019

UCC-16-022a

Idaho State Board of Education
Proposal for **Baccalaureate** Degree Program

Date of Proposal Submission:	August 14, 2015
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Letters, Arts, and Social Sciences
Name of Department(s) or Area(s):	General Studies

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	General Studies			
Degree:	B.G.S.			
Method of Delivery:	Distance Delivery/ In Person			
CIP code (consult IR /Registrar)	24.0102			
Proposed Starting Date:	Summer 2016			
Indicate if the program is:	x	Regional Responsibility		Statewide Responsibility

Indicate whether this request is either of the following:

- [ ] New Program/major
- [ ] New Off-Campus Instructional Program
- [ ] Contract Program/Collaborative
- [ ] Consolidation of an Existing Program
- [ ] Expansion of an Existing Program
- [ ] Discontinuance of an Existing Program
- [x] Other : Adding delivery modality.

College Dean (Institution)	Date	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**		State Administrator, SDPTE **(as applicable)**	Date
Chief Fiscal Officer (Institution)	Date	Academic Affairs Program Manager	Date
Chief Academic Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/OSBE Approval	Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

1. **Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

   We currently have in place a popular and active Bachelor's degree in General Studies (BGS) and we are hoping to move this program so that it may also be offered via distance delivery to a broader population of both in-state and out-of-state students who are place bound.

2. **List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*
   The General Studies program as it exists can be offered via distance delivery and reach a broader portion of the Idaho population by allowing students to remain in their communities while attaining a four-year degree via distance delivery. The program as offered on the Moscow campus serves students who are seeking a broad liberal arts education and want to develop skills that will best fit their long term career goals, but that may not fit directly into any given major. Today's workforce is often called upon to have a flexible and wide ranging set of skills and the General Studies degree offers student the opportunity to tailor their coursework to meet the demands of employers. The program would be available both as an on-campus program, but this proposal seeks to extend the program to students across the state and indeed around the world.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*
   As a distance delivered program, the quality of distance delivered courses offered in the college are equivalent in content and rigor to those offered on the Moscow Campus in face-to-face classrooms. The curriculum also relies on courses from across the University to meet General Education requirements and the resources provided by the office of Distance and Extended Education at the University of Idaho will be leveraged to ensure courses meet University and National standards for quality.

   In addition, the General Studies program annually goes through a rigorous assessment process gathering survey and focus group data to ascertain the quality of the program and the program's ability to meet University learning outcomes. This same assessment would be used by engaging our distance students with technology-based opportunities to provide feedback about their experiences in the courses and the program.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*
   The courses that are needed for this program already exist and many are already being distance delivered. There would be no need for new curriculum development, however, there would be routine updates to distance delivered courses to ensure that the quality of the curriculum remains intact as courses are distance delivered.

5. **Please provide the program completion requirements, to include the following and attach a typical four-year curriculum to this proposal as Appendix A.** *For discontinuation requests, will courses continue to be taught?*

Credit hours required	45
Credit hours in institutional general education or core curriculum:	43
Credit hours in required electives:	32
Total credit hours required for degree program:	120

6. **Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.** *This question is not applicable to requests for discontinuance.*

As part of the University of Idaho General Education requirements, all students are required to complete a Senior Experience. General Studies students take a course (INTR 401) which focuses squarely on launching one's career and development as a professional. This is a 3 credit course and is offered in addition to the optional opportunities to participate in Internships in their own communities. The only course that has not to date been offered via distance delivery has already been prepared for distance delivery and will be scheduled as soon as there is a need for the distance delivered INTR 401: Career and Leadership Development (Senior Experience).

7. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication.

At present, no other institution in Idaho offers a fully distance-delivered bachelor's degree in General Studies with the same array of possible online courses as the University of Idaho.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	BGS	Targeted toward on-campus transfer students.	
CSI	AA	Liberal Arts	
CWI	--	---	
EITC	--	--	
ISU	AA, BAGS	General Studies (not online)	

LCSC	BA/BS	General Studies: Business General Studies: Education General Studies: Humanities General Studies: Natural Sciences and Mathematics General Studies: Social Sciences (none are fully online at the 4 year level)	Business, Education, Humanities, Natural Sciences and Mathematics, Social Sciences
NIC	AA	General Studies Targeted toward on-campus students who hope to transfer.	
UI			

8. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B.** *This question is not applicable to requests for discontinuance.*

Data for enrollment projects include data provided by EMSI, which tracks the number of degree completions in a variety of disciplines. Examination of General Studies Programs across 61 regional institutions indicates significant increase in enrollment in this degree program. These trends indicate that in the state and region approximately 765 such degrees in General Studies were awarded in 2013 and that there has been over 100% increase in degree completions in General Studies programs in the last 10 years. The University of Idaho in 2013 had 104 students complete the four-year degree (comparatively Boise State University had 58 and Idaho State University had 50).

Two year schools in the region also had significant completions of this degree (N=5875 in 2013). For example, North Idaho College had 395 students complete a two year degree in general studies. The offering of a distance option to complete a four-year degree would give students with the Associate's level degrees an opportunity to transfer in their Associate's Degree coursework and complete a Bachelor's level degree The General Studies degree at the University of Idaho provides students with significant flexibility for completing their degree and tailoring it to their particular interest areas and needs that can help them prepare for the workforce by taking courses that help them build the wide array of skills employers are seeking. Offering the program via distance delivery would further extend the access to this degree to citizens across the state and region who may also be employed or otherwise unable to attend college by relocating or commuting to a brick and mortar campus.

If the distance program enrolled 2% of the students with two year degrees in General Studies from the 2013 regional cohort that would be an additional 117 students we could serve each year. It is anticipated the offering of a distance program would likely draw a much larger percentage over time as students became aware of this opportunity. We believe we could draw not only from the region, but potentially also serve out of state students who might also find a distance delivered degree to be an attractive option, given the wide array of courses that would be available via distance delivery.

9. **Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

We anticipate enrollment in the distance delivered BGS degree to grow steadily over the next several years as awareness about the program grows. An initial cohort of 10 students with 4 full-time and 6 part-time. Then in the second year a very conservative estimate would be 20 new students entering the program in the second year with 14 full-time first-time first-year students and transfer students and an additional 6 part-time students. We would then anticipate an additional 20 new students each academic year split roughly at 14 full-time students and 6 part-time students.

We anticipate that in year 3 we would have full-time transfer students begin to graduate at expected rates. In year 4, we would see higher numbers of graduates as the four-year full-time students complete the 120 required credits.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU	199	188	214	64	64	58	
ISU—AA	36	45	68	70	63	25	
ISU—BA GS	119	133	144	41	49	24	
LCSC—GS Business	32	26	26	15	10	5	
LCSC—GS Education	9	11	9	4	2	0	
LCSC—GS Humanities	8	11	6	5	0	1	
LCSC—GS Sci. & Math	14	14	5	4	1	3	
LCSC—GS Social Sci.	8	12	9	5	6	2	
UI—BGS	336	398	431	73	93	104	
CSI							
CWI							
EITC							
NIC-AA	124	157	175	25	30	48	

10. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.
No, we expect students who have always been drawn to General Studies to continue to select the major. We also believe this may help the graduation rate overall. As students stop out of other programs and return to their communities outside of Moscow, we can encourage them to continue and finish their degrees by offering a distance program that would use their previously completed coursework and then allow them to complete any needed additional credits of coursework via distance delivery to complete the BGS.

11. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance*.

	Year 1	Year 2	Year 3
Local (Regional)	1034	1085	1139
State	10366	10884	11428
Nation	84590	88819	93260

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

Estimates are based on data from the Idaho Department of Labor (https://idahoworks.gov/ada/skillmatch/jobseeker_sm/jbs_searchresults_dsp.cfm?searchForm=true) and the web site US Bureau of Labor Statistics (http://www.bls.gov/oco/). Job categories were based upon the US Department of Labor's categories that relate to job positions that usually require a Bachelor degree. The positions are: administrative assistant, manager, and sales.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Providing more distance delivered options for adult learners across the state and region is sure to stimulate the economy as industry leaders find Idaho to have a well-educated population of college graduates. According to the Idaho Department Labor Report on the growth of occupational opportunities by 2022, it is expected that 30% of growth will be to fulfill Office and Administrative Support, and Sales and Related Occupations, and service industry jobs. A four-year degree is particularly valuable in office and administrative support positions within organizations, particularly as organizations grow and require additional leadership from their employees. Sales and related occupations also benefit from a four-year degree, as the college educated employees offer their organizations a broad array of skills and competencies that are vital to the continued prosperity of Idaho business and industry.

Healthcare practitioners are also predicted to grow by 25 percent and to be the second fastest growth industry in Idaho. The BGS degree is designed to allow adult learners to tailor their curriculum to meet the needs of organizations involved in a wide range of health-related services. Students in BGS can choose from a list of courses that includes Practical Gerontology, Abnormal Psychology, Non-Profit Organization, Personnel Management and Training. In addition, to these courses (and many others) students will also have available a number of minors that are currently distance delivered to complement their degree (e.g., Communication Studies, Psychology, etc.).

c. Is the program primarily intended to meet needs other than employment needs? If so, please provide a brief rationale.

The program is intended to meet Idaho employment needs as identified in numerous state campaigns. For example, the Go On Idaho initiative is largely focused on having a higher proportion of Idaho Citizens obtain four-year degrees. The distance delivery option expands education opportunities for Idaho Citizens across the state, the region, and indeed the world. The ability of this degree program to be tailored also serves adult learners who are already employed, but seeking higher education that is flexible and allows them to build skills their employers need to grow their organizations.

12. **Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe**. *This question is not applicable to requests for discontinuance.*
Yes, the proposal is to extend an existing degree program to include a distance delivered program as well. The current coursework is already available via distance delivery, but this approval would allow the program to be offered more broadly and as distance enrollments grow there will be more regularly offered distance delivered coursework from which students might choose.

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's mission, core themes, and primary emphasis areas. *This question is not applicable to requests for discontinuance.*
The request to offer the General Studies program via distance delivery fits both the mission and vision of the State Board of Education by making a four-year degree to place-bound students who can access all necessary coursework via distance delivery. Distance delivered courses may also appeal to adult learners and employed learners who often have time constraints that make attending a synchronous face-to-face course prohibitive. This program would certainly increase student access and make efficient use of resources as the courses and faculty to deliver the program are already in place.

14. **Describe how this request fits with the institution's vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Goal 1. Teaching and Learning: Objective A. Build adaptable, integrative curricula and pedagogies.	The BGS program is adaptable and well integrated into the learner's current educational needs. Expanding the program to offer it via distance delivery also increases the ability of the program to adapt to place bound adult learners and employees across the state seeking a four-year degree.
Goal 3: Outreach and Engagement: Objective B. Strengthen and expand mutually beneficial partnerships with stakeholders in Idaho and beyond.	The BGS distance program offering will allow students and faculty across the state to build collaborative partnerships with employers and stakeholders. Students often engage in internships in their current communities as part of their curriculum, providing both an opportunity for the student, faculty, and community to benefit from a meaningful collaboration.

Goal 4: Community and Culture: Object A. Be a community committed to access and inclusion.	Providing statewide distance education allows the University of Idaho to meet its mission to serve the state's citizens in their own communities. Given the majority of communities in the state have sufficient infrastructure to support distance delivered access to coursework, offering this program via distance delivered technology allows students from a range of economic and demographic backgrounds to easily access a college education. Historically, a college education in the state of Idaho required students to relocate to a population center and a brick and mortar institution. The flexibility of the BGS distance program meets the needs of Idaho citizens who desire a higher education but also need an academic program that will allow them to tailor the delivery to their schedules and locations and courses to their interests and employment opportunities,.

***15.* Is the proposed program in your institution's 5-year plan? Indicate below.** *This question is not applicable to requests for discontinuance.*

Yes ____ No _x___

If not on your institution's 5-year plan, provide a justification for adding the program.

This is not a request for a new program. It is the addition of modality for delivery.

***16.* Explain how students are going to learn about this new program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).** *For requests to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Current students who may be considering stopping-out of college, in order to return home to help with family farms and businesses may be encouraged to shift to a distance delivered program in order to stay in school and finish their education. A larger body of prospective students is that group of people who are place bound either in rural areas and may lack resources to relocate to a 4-year institution. Students would be recruited via the University-wide recruitment strategies as well as College-level marketing of a distance delivered four-year degree from an accredited institution. We also believe the flexibility of the curriculum to allow for foci and emphases that best serve student needs would appeal to students from other states and indeed learners around the world who desire the flexibility of a distance delivered program at a reasonable price from an accredited and reputable institution (i.e., University of Idaho).

17. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Board office indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. Personnel Costs

Faculty and Staff Expenditures

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Kristi Overfelt, Director of Student Services, Staff	$53,414	.25	190 cr hr/ year 570 cr hr for 3 yr	38*
Alexandra Schaar, Academic Advising Specialist, Staff	$36,816	.25		
Academic Recruiter/Adviser, Distance Focus, Staff	$45,000	.50		

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

The distance delivered program will grow enrollment with the current resources and revenue distribution from the program. There is no expectation that additional resources beyond the advising and recruiting personnel would be needed. We currently have staff in place who can deliver the advising and recruiting needed, and their work will be shifted to focus on distance students as the program grows. In the first year, we will expect approximately .25 effort from an adviser/recruiter position, with additional time needed from other advisers and staff to deliver the senior experience seminar and direct the internship credits. By year three, we will have 1.5 FTE across three positions working in the distance program.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Traci Craig, Associate Dean, Faculty	$122,512	2%	$2,450

The program is directed by the Associate Dean in the college currently and the distance program will minimally increase the needed work here, but oversight to maintain ongoing assessment of program outcomes will require some additional time and effort.

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

Operating expenditures will need to include $4,000 per year to have recruiters and advisers travel for professional development opportunities, recruiting and advising distance students. An additional $5,000 expense is anticipated to create and deliver a successful marketing campaign for the program to appeal to a wide range of students across the region.

c. Capital Outlay

(1) Library resources

(a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

Distance students have librarians available to serve in the distance environment. Increases in the distance enrollment numbers would also require additional support be provided to the library. Library costs are estimated at $600 per course for 15 courses needed in the major for a total expenditure of $9,000.

(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

The costs indicated above would be used to serve our distance students.

(c) For off-campus programs, clearly indicate how the library resources are to be provided.

The library currently provides full access to online journals, e-books, and other resources online to students via the internet.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

There are no additional equipment or instrument required to provide the current offerings online.

d. Revenue Sources

(1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

There is no expectation of a reallocation of previously appropriate funds.

Students will be charged the regular distance tuition and fees as approved by the SBOE annually. In addition, students will pay the regular $35.00 per credit online course fee.

(2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

There is no expectation that there will be support from other sources.

(3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

We do not expect a request to be required.

(4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

There is no grant anticipated for support of this program.

(5) Provide estimated fees for any proposed professional or self-support program.

This program is an extension of an existing program to distance delivery; there are no professional fees associated with this program.

APPENDIX A

Bachelor of General Studies Curriculum

The curriculum leading to the degree of Bachelor of General Studies is designed to provide maximum flexibility for undergraduates while planning their program of studies. Since the only specific subject requirements are the general university requirements, students can plan their programs to the best advantage of their particular educational objectives. This means that students must bear the major responsibility for their choice of courses. Those who plan wisely have the opportunity to obtain an excellent education. The key admonition is: plan your program carefully.

The major thrust of the B.G.S. degree program is nonspecialized education. Although a student could take his or her work in a limited number of departments, the intent of this program is to permit great latitude in the choice of subjects so that students may satisfy their particular objectives. No student may become a candidate for the B.G.S. degree who has already earned a baccalaureate degree or who is a candidate for another degree offered by the university.

Major. No major other than "general studies" will be certified on the student's diploma or official transcript. Students who wish to have a designated major should pursue a departmental baccalaureate degree (B.A., B.S., etc).

Minor. Students graduating with a Bachelor of General Studies may satisfy requirements for one or more minors. In these cases their transcript will reflect these minors.

Degree Requirements. In addition to the general university requirements for the baccalaureate degree (see regulation J-3), sufficient electives must be taken to total 120 credits. A minimum of 45 credits must be earned in courses numbered 300 and above. Not more than 36 credits in any one discipline may be counted in the 120 credits.

Suggestions to Students. Students are advised not to make a firm decision with respect to the B.G.S. degree before the end of the freshman year. During the freshman year, and probably during the sophomore year, students should consider following one of the curricula leading to a departmental baccalaureate degree, deviating from the departmental requirements only where it appears educationally advisable to do so.

It is very important that the student working toward the B.G.S. "look ahead" to see in which departments he or she wishes to accumulate the required 45 credits in upper-division courses (those numbered 300 and above). Many upper-division courses have prerequisites that must be completed during the early semesters of the student's undergraduate career. If planning is delayed, it may be that some courses will be "unavailable" because the student has not taken the prerequisites.

APPENDIX A (continued)

Sample Curriculum for a student interested in working in a position requiring a 4 year degree.

	Summer	Fall	Spring
2015-2016	ENGL 102: College Writing and Rhetoric CORS 227: Integ Sci: The Ocean: Human Interaction and Earth systems	ENGL 313: Business Writing GEOG 100: Physical Geography (S) PHIL 103: Ethics(H) AMST 301: Studies in American Culture (H) ISEM 101: Various	ORGS 210: Intro Organizational Sciences HIST 101: History of Civilization (SS) STAT 251: Statistical Methods (Math) PSY 101: Introduction to Psychology (SS) SOC 101: Introduction to Sociology (AD)
2016-2017	COMM 335: Intercultural Communication (I)	HIST 415: Expanding America JAMM 339: Crime and the Media ORGS 155: Financial Literacy COMM 410: Conflict Management SPAN 101: Elementary Spanish	PSY 311: Abnormal Psychology SPAN 102: Elementary Spanish II FCS 346: Personal & Family Fin & Mgmt ISEM 301 (1) Various ORGS 220: Budgeting for Small Organizations
2017-2018	INTR 498: Internship Credit	SPAN 201: Intermediate Spanish CTE 410: Technology and Society CTE 416: Website Design and Development FCS 411: Global Nutrition JAMM 456: Nonprofit Fundraising	CTE 415: Microcomputer Applications PSY 416: Industrial/Organizational Psych. SPAN 202: Intermediate Spanish II BUS 321: Marketing ORGS 220: Budget for Small Organizations
2018-2019		PSY 325: Cognitive Psychology FCS 446: Financial Counseling BUS 324: Consumer Behavior SOC 325: Family Violence & Society	ORGS 435: Personnel INTR 401: Career and Leadership Development BUS 427: Services Marketing ORGS 407: Advanced Nonprofit Orgs

Sample Curriculum for a student interested in working with aging populations in the non-profit sector.

	Summer	Fall	Spring
2015-2016	ENGL 102: College Writing and Rhetoric CORS 227: Integ Sci: The Ocean: Human Interaction and Earth systems	ENGL 313: Business Writing GEOG 100: Physical Geography (S) MUSH 101: Survey of Music (H) SOC 101: Intro. Sociology (SS) ISEM 101	ORGS 210: Intro Organizational Sciences ENGL 175: Intro Literary Genres (H) STAT 251: Statistical Methods (Math) PSY 101: Introduction to Psychology (SS) SOC 230: Social Problems
2016-2017	COMM 335: Intercultural Communication (I)	PSY 305: Developmental Psychology ORGS 305: Nonprofit Organizations ORGS 155: Financial Literacy COMM 410: Conflict Management HIST 102: History of Civilization	PSY 311: Abnormal Psychology ORGS 312: Practical Gerontology FCS 346: Personal & Family Fin & Mgmt ISEM 301 (1) Various AMST 301: American Studies
2017-2018	INTR 498: Internship Credit	SOC 431: Prsnl & Soc Issues in Aging PSY 310: Personality Psychology PSY 456: Psychology of Emotion FCS 411: Global Nutrition JAMM 456: Nonprofit Fundraising	PSY 320: Social Psychology PSY 416: Industrial/Organizational Psych. PSY 390: Psychology of Learning BUS 321: Marketing FCS 346: Personal & Family Finance & Management
2018-2019		PSY 325: Cognitive Psychology PSY 330: Human Sexuality BUS 324: Consumer Behavior SOC 325: Family Violence & Society	ORGS 435: Personnel PSY 415: History of Psychology (Sr Exp) BUS 427: Services Marketing ORGS 407: Advanced Nonprofit Orgs

Sample Curriculum for a student interested in working in an organization or in business.

	Summer	Fall	Spring
2015-2016	ENGL 102: College Writing and Rhetoric CORS 227: Integ Sci: The Ocean: Human Interaction and Earth systems	ENGL 313: Business Writing GEOG 100: Physical Geography (S) MUSH 101: Survey of Music (H) SOC 101: Intro. Sociology (SS) ISEM 101	ORGS 210: Intro Organizational Sciences ENGL 175: Intro Literary Genres (H) STAT 251: Statistical Methods (Math) PSY 101: Introduction to Psychology (SS) SOC 230: Social Problems
2016-2017	ACCT 201: Intro to Financial Accounting ACCT 202: Intro to Managerial Accounting	ORGS 155: Financial Literacy ORGS 305: Nonprofit Organizations COMM 410: Conflict Management HIST 102: History of Civilization	PSY 320: Social Psychology FCS 346: Personal & Family Fin & Mgmt ISEM 301 (1) Various AMST 301: American Studies
2017-2018	ACCT 305: Accounting Information systems ACCT 315: Interm. Financial Accounting	PSY 310: Personality Psychology COMM 335: Intercultural Comm. (I) FCS 411: Global Nutrition JAMM 456: Nonprofit Fundraising	PSY 416: Industrial/Organizational Psych. PSY 390: Psychology of Learning BUS 321: Marketing ORGS 220: Budget for Small Organizations
2018-2019	BLAW 265: Legal Environment of Business ACCT 492: Auditing and Controls	PSY 325: Cognitive Psychology ORGS 450: Training & Perf Support BUS 324: Consumer Behavior FCS 446: Financial Counseling & Debt Management	ORGS 435: Personnel INTR 401: Career and Leadership Development (Sr Exp) BUS 427: Services Marketing ORGS 407: Advanced Nonprofit Orgs

Appendix B

No survey was conducted to gather data for this proposal. EMSI data was provided as follows:

Program Overview

General Studies in 5 States

EMSI Q2 2015 Data Set

Distance and Extended Education
University of Idaho

July 24, 2015

Parameters

Programs

Code	Description
24.0102	General Studies

Regions

Code	Description
16	Idaho
30	Montana
41	Oregon
53	Washington
56	Wyoming

Completions Year

2013

Jobs Timeframe

2012 - 2013

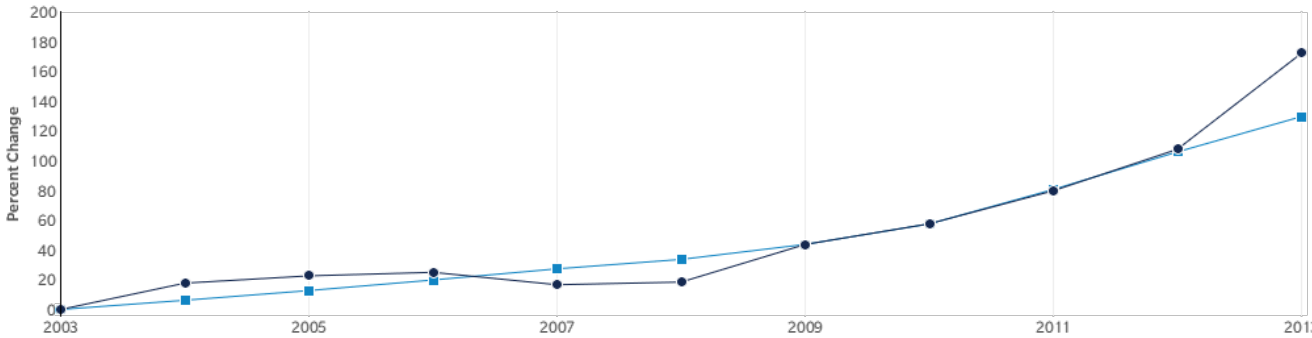
Datarun

2015.2 – QCEW Employees, Non-QCEW Employees, and Self-Employed

Program Summary for General Studies

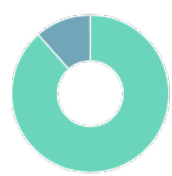
61	6,643	n/a
Regional Institutions	**Regional Program Completions (2013)**	**Annual Openings (2013)0**

Regional Trends



	Region	2003 Completions	2013 Completions	% Change
●	Region	2,441	6,643	172.1%
●	Nation	41,344	94,921	129.6%

Regional Completions by Award Level



	Award Level	Completions (2013)	Percent
●	Award of at least 1 but less than 2 academic years	1	0.0%
●	Associates degree	5,875	88.4%
●	Bachelors degree	765	11.5%
●	Postbaccalaureate certificate	2	0.0%
	Award of less than 1 academic year	0	0.0%
	Award of at least 2 but less than 4 academic years	0	0.0%
	Masters degree	0	0.0%
	Post-masters certificate	0	0.0%

Award Level	Completions (2013)	Percent
Doctors degree	0	0.0%

Regional Completions by Institution

Institution	Certificates (2013)	Degrees (2013)	Total Completions (2013)
Boise State University	0	58	58
Idaho State University	0	50	50
University of Idaho	0	104	104
Lewis-Clark State College	0	13	13
North Idaho College	0	395	395
Northwest Nazarene University	0	15	15
Brigham Young University-Idaho	0	2,066	2,066
Montana State University-Billings-College of Technology	0	0	0
Blackfeet Community College	0	1	1
Dawson Community College	0	44	44
Chief Dull Knife College	0	20	20
Montana State University-Billings	0	22	22
Flathead Valley Community College	0	202	202
Fort Peck Community College	0	1	1
University of Great Falls	0	1	1
Helena College University of Montana	0	40	40
Little Big Horn College	0	0	0
Miles Community College	0	60	60
Montana Tech of the University of Montana	0	1	1
Montana State University	0	5	5
The University of Montana	0	100	100
Rocky Mountain College	0	0	0
Salish Kootenai College	0	2	2
Blue Mountain Community College	0	46	46
Chemeketa Community College	0	213	213
Clackamas Community College	0	207	207
Clatsop Community College	0	24	24
Lane Community College	0	150	150
Mt Hood Community College	0	187	187

Northwest Christian University	0	0	0
Oregon State University	2	0	2
Portland Community College	0	1,473	1,473
Portland State University	0	0	0
University of Portland	0	8	8
Rogue Community College	0	194	194
Southwestern Oregon Community College	0	17	17
Treasure Valley Community College	0	2	2
Umpqua Community College	0	23	23
Warner Pacific College	0	0	0
City University of Seattle	0	27	27
Northwest University	0	17	17
Seattle Pacific University	0	4	4
Washington State University	0	0	0
University of Washington-Seattle Campus	0	11	11
Western Washington University	0	122	122
Casper College	0	100	100
Central Wyoming College	1	81	82
Laramie County Community College	0	98	98
Northwest College	0	51	51
Sheridan College	0	135	135
Western Wyoming Community College	0	94	94
Stone Child College	0	0	0
University of Washington-Bothell Campus	0	1	1
University of Washington-Tacoma Campus	0	31	31
Northwest Indian College	0	0	0
Columbia Gorge Community College	0	59	59
Tillamook Bay Community College	0	26	26
Oregon Coast Community College	0	0	0
Klamath Community College	0	30	30
Heald College-Portland	0	9	9
University of Phoenix-Western Washington Campus	0	0	0

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.

Completers Data

The completers 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.

State Data Sources

This report uses state data from the following agencies: Alabama Department of Industrial Relations; Alaska Department of Labor and Workforce Development; Arizona Department of Administration, Office of Employment and Population Statistics; Arkansas Department of Workforce Services; California Labor Market Information Department; Colorado Department of Labor and Employment; Connecticut did not provide us with a data source; Delaware Office of Occupational and Labor Market Information; District of Columbia Department of Employment Services; Florida Department of Economic Opportunity; Georgia Department of Labor, Workforce Information and Analysis, Occupational Information Services Unit; Hawaii Department of Labor and Industrial Relations, Research and Statistics Office; Idaho Department of Labor; Illinois Department of Employment Security, Employment Projections; Indiana Department of Workforce Development; Iowa Workforce Development; Kansas Department of Labor, Labor Market Information Services, Kansas Wage Survey; Kentucky Office of Employment and Training; Louisiana Department of Labor; Maine did not provide us with a data source; Maryland Department of Labor, Licensing and Regulation, Office of Labor Market Analysis and Information; Massachusetts Executive Office of Labor and Workforce Development; Michigan Department of Labor and Economic Growth, Bureau of Labor Market Information and Strategic Initiatives; Minnesota Department of Employment and Economic Development; Mississippi Department of Employment Security; Missouri Department of Economic Development; Montana Department of Labor and Industry, Research and Analysis Bureau; Nebraska Workforce Development; Nevada Department of Employment, Training and Rehabilitation, Information Development and Processing Division, Research and Analysis Bureau; New Hampshire Department of Employment Security; New Jersey Department of Labor and Workforce Development; New Mexico Department of Labor, Bureau of Economic Research and Analysis; New York Department of Labor, Division of Research and Statistics; North Carolina Department of Commerce, Labor and Economic Analysis Division; North Dakota Job Service, Labor Market Information Center; Ohio Department of Job and Family Services, Labor Market Information Division; Oklahoma Employment Security Commission; Oregon Employment Department, Oregon Labor Market Information System; Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis; Rhode Island did not provide us with a data source; South Carolina Employment Security Commission, Labor Market Information Department; South Dakota Department of Labor, Labor Market Information Division; Tennessee Department of Labor and Workforce Development, Research and Statistics Division; Texas Workforce Commission; Utah Department of Workforce Services; Vermont did not provide us with a data source; Virginia Employment Commission, Economic Information Services; Washington State Employment Security Department, Labor Market and Economic Analysis Branch; West Virginia Bureau of Employment Programs, Research Information & Analysis Division; Wisconsin Department of Workforce Development, Bureau of Workforce Information; Wyoming Department of Employment, Research and Planning

APPENDIX C—Projected Job Openings

No survey was conducted. Estimates are based on data from the Idaho Department of Labor (https://idahoworks.gov/ada/skillmatch/jobseeker_sm/jbs_searchresults_dsp.cfm?searchForm=true) and the web site US Bureau of Labor Statistics (http://www.bls.gov/oco/). Job categories were based upon the US Department of Labor's categories that relate to job positions that usually require a Bachelor degree. The positions are: administrative assistant, manager, and sales.

PROGRAM RESOURCE REQUIREMENTS

Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT								
	FY	**2017**	**FY**	**2018**	**FY**	**2019**	**Cumulative Total**	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	7	10	17	20	17	20	41	50
B. Shifting enrollments	0	0	0	0	0	0	0	0
II. REVENUE								
	FY	**2017**	**FY**	**2018**	**FY**	**2019**	**Cumulative Total**	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)							$0.00	$0.00
2. Appropriated (New)							$0.00	$0.00
3. Federal							$0.00	$0.00
4. Tuition	$48,412.00		$160,524.00		$272,636.00		$481,572.00	$0.00
5. Student Fees	$4,940.00		$16,380.00		$27,820.00		$49,140.00	$0.00
6. Other (Specify): Web Fees	$6,720.00		$23,940.00		$41,160.00		$71,820.00	$0.00
Total Revenue	$60,072.00	$0.00	$200,844.00	$0.00	$341,616.00	$0.00	$602,532.00	$0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 2017 On-going	FY 2017 One-time	FY 2018 On-going	FY 2018 One-time	FY 2019 On-going	FY 2019 One-time	Cumulative Total On-going	Cumulative Total One-time
A. Personnel Costs								
1. FTE	0.27		1.02		1.52		2.81	0.00
2. Faculty							$0.00	$0.00
3. Administrators	$2,450.00		$2,450.00		$2,450.00		$7,350.00	$0.00
4. Adjunct Faculty							$0.00	$0.00
5. Instructional Assistants	$0.00		$0.00		$0.00		$0.00	$0.00
6. Research Personnel	$0.00						$0.00	$0.00
7. Support Personnel	$11,250.00		$45,058.00		$67,615.00		$123,923.00	$0.00
8. Fringe Benefits	$5,184.00		$18,437.00		$27,279.00		$50,900.00	$0.00
9. Other:							$0.00	$0.00
Total FTE Personnel and Costs	$18,884.00	$0.00	$65,945.00	$0.00	$97,344.00	$0.00	$182,173.00	$0.00

	FY 2017 On-going	FY 2017 One-time	FY 2018 On-going	FY 2018 One-time	FY 2019 On-going	FY 2019 One-time	Cumulative Total On-going	Cumulative Total One-time
B. Operating Expenditures								
1. Travel	$4,000.00		$4,000.00		$4,000.00		$12,000.00	$0.00
2. Professional Services							$0.00	$0.00
3. Other Services							$0.00	$0.00
4. Communications							$0.00	$0.00
5. Utilities							$0.00	$0.00
6. Materials and Supplies							$0.00	$0.00
7. Rentals							$0.00	$0.00
8. Repairs & Maintenance							$0.00	$0.00
9. Materials & Goods for Manufacture & Resale							$0.00	$0.00
10. Misc: Marketing Expenses	$5,000.00		$5,000.00		$5,000.00		$15,000.00	$0.00
Total Operating Expenditures	$9,000.00	$0.00	$9,000.00	$0.00	$9,000.00	$0.00	$27,000.00	$0.00

	FY	2017	FY	2018	FY	2019	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$9,000.00		$9,000.00		$9,000.00		$27,000.00	$0.00
2. Equipment							$0.00	$0.00
Total Capital Outlay	$9,000.00	$0.00	$9,000.00	$0.00	$9,000.00	$0.00	$27,000.00	$0.00
D. Capital Facilities Construction or Major Renovation	$0.00	$0.00	$0.00		$0.00	$0.00	$0.00	$0.00
E. Indirect Costs (overhead)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
TOTAL EXPENDITURES:	$36,884.00	$0.00	$83,945.00	$0.00	$115,344.00	$0.00	$236,173.00	$0.00
Net Income (Deficit)	$23,188.00	$0.00	$116,899.00	$0.00	$226,272.00	$0.00	$366,359.00	$0.00

Institutional Tracking No. FS-16-020

UCC-16-022b

Idaho State Board of Education

Proposal for **Baccalaureate** Degree Program

Date of Proposal Submission:	September 2015
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	CLASS
Name of Department(s) or Area(s):	Sociology and Anthropology

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Sociology, Criminology emphasis			
Degree:	BS			
Method of Delivery:	Distance delivered			
CIP code (consult IR /Registrar)	45.1101			
Proposed Starting Date:	Fall 2016			
Indicate if the program is:	x	Regional Responsibility		Statewide Responsibility

Indicate whether this request is either of the following:

- [ ] New Program/major
- [ ] Expansion of an Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Discontinuance of an Existing Program
- [ ] Contract Program/Collaborative
- [x] Other : Adding delivery modality
- [ ] Consolidation of an Existing Program

College Dean (Institution)	Date	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**		State Administrator, SDPTE **(as applicable)**	Date
Chief Fiscal Officer (Institution)	Date	Academic Affairs Program Manager	Date
Chief Academic Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/OSBE Approval	Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

1. **Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

   This is a proposal to establish a distance delivered bachelor's degree in sociology with an emphasis in criminology ("soc-crim"). While the University of Idaho currently offers a B.A./B.S. degree in soc-crim to residential students, there is potentially regional and state-level demand for a distance delivered criminology degree among three groups: (1) *Adult learners and criminal justice professionals* looking to advance their careers by earning a bachelor's degree; (2) *Students with an A.A. in criminal justice* who would like to finish a bachelor's degree; and, (3) *Place-bound students in Idaho and the Pacific Northwest with affective ties to the University of Idaho* but whose life circumstances prevent them from attending school in Moscow, Idaho. It will not replace any existing program.

2. **List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

   Offering the sociology-criminology emphasis via distance delivery expands the availability of one of the most popular majors on campus. In practical terms it will also serve an identified need for citizens employed in Idaho's law enforcement and correctional agencies and place-bound students who would like to finish their degrees or build off of their Associates degree. Learning outcomes for the program are the same as identified for students pursing a sociology degree and particularly align with University learning outcomes #1 (learn and integrate), #2 (think and create) and #5 (practice citizenship)

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

   The distance program will not require specialized accreditation. There is no nationally or regionally recognized body that accredits Soc/crim programs. Program evaluation would be conducted as part of regular departmental review of majors and minors.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

   New courses will not be added to the curriculum, what is being created is the distance delivery of existing courses. List below identifies existing courses that will need to be developed for distance delivery.

1	SOC411	Social Data Analysis
2	SOC331	Criminological Theory
3	SOC 311	Development of Social Theory
4	SOC332	Punishment & Society
5	SOC334	Police and Social Control
6	SOC420	Sociology of Law

7	SOC439	Inequalities in the Justice System
8	SOC330	Juvenile Delinquency
9	SOC427	Racial and Ethnic Relations
10	SOC335	Terrorism, Justice, and Society
11	SOC336	Comparative Justice Systems
12	SOC427	Racial and Ethnic Relations
13	SOC333	White Collar Crime
14	SOC338	Regulation of Vice

5. **Please provide the program completion requirements, to include the following and attach a typical four-year curriculum to this proposal as Appendix A.** *For discontinuation requests, will courses continue to be taught?*

Credit hours required	36
Credit hours in institutional general education or core curriculum:	32
Credit hours in required electives:	52
Total credit hours required for degree program:	120

6. **Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.** *This question is not applicable to requests for discontinuance.*

   Senior Capstone is required for the degree. The capstone is Soc. 401 Justice Policy issues

7. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication.

   There are currently no other public or non-profit universities in Idaho that that offer a completely distance delivered bachelor's degree in criminology or criminal justice.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	AA, BA, BS, MA	Criminal justice	
CSI	AA	Criminal Justice	
CWI	AA	Criminal Justice	
EITC		None	
ISU	AA/Cert	Criminal justice	
LCSC	BA, BS	Justice Studies	
NIC	AA	Criminal Justice	

UI	BA,BS	Sociology-Criminology	

8. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B.** *This question is not applicable to requests for discontinuance.*

   Enrollment projections are based on two methodologies. First, an online survey of 20 police and correctional agencies/divisions in the state. Second, in-depth interviews with the criminal justice program coordinators at each of the state's community colleges. Information in Appendix B summarizes the findings

9. **Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.
   Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	**Relevant Enrollment Data**			**Number of Graduates**			**Graduate Rate**
	Current	Year 1 Previous	Year 2 Previous	Current (2014)	Year 1 Previous	Year 2 Previous	
BSU							
ISU							
LCSC							
UI	148	152	152	26	44	27	
CSI							
CWI							
EITC							
NIC							

Note: graduation numbers are for soc/crim only. All soc. Majors graduating during the same time period are 59, 79, 67.

10. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

    No, the expectation is that by offering the degree via distance delivery we are making the program available to new audiences that cannot otherwise be served.

11. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential.

The Bureau of Labor Statistics (BLS) estimates that protective services jobs (e.g., jobs in law enforcement, corrections, and other justice-related services) will grow by 7.9% in the U.S. between 2012-2022 with approximately 1.1 million job openings created through growth and replacement needs. Labor market growth in protective services industry jobs is projected to be slightly stronger in Idaho. In 2012, there were 12,958 protective service jobs in Idaho with a projected 10-year growth estimate of 9.8% over ten years (to 14,222 jobs). The BLS estimates that Idaho will see an average of 506 yearly job openings in this field due to occupational growth and replacement.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance*.

	Year 1	Year 2	Year 3
Local (Regional)	Not available	Not available	Not available
State	506	506	506
Nation	110,000	118,690	128,067

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

   Estimates are based on Bureau of Labor Statistics, *Employment by major occupational group, 2012 and projected 2022*. Retrieved from: http://www.bls.gov/emp/ep_data_occupational_data.htm and Idaho Department of Labor, *Idaho 2012-2022 Long Term Occupational Projections*. Retrieved from: http://lmi.idaho.gov/projections.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

   The proposed change provides enhanced opportunities for people throughout the state to either further their education or complete degrees. Such opportunities contribute to the Board of Education's goal of raising the percentage of Idahoans completing their college degree.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

   The proposed change is intended to meet employment needs but it is also intended to provide learning opportunities for place-bound citizens in an area of considerable student demand.

***12.* Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe**. *This question is not applicable to requests for discontinuance.*

The proposed program is distance-education delivery. The University of Idaho uses the Blackboard (BbLearn) course management system for distance delivered courses. It is accessible to students who have access to the internet

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's mission, core themes, and primary emphasis areas. *This question is not applicable to requests for discontinuance.*

The proposed program contributes to the university's mission through expanded delivery of a degree program that is of value to the state's citizens and contributes to goals 1, 2 and 3 in the strategic plan. It is a program that that makes access to our sociology/criminology degree available to citizens throughout the state, training students for careers in law enforcement, corrections, and other justice-related fields.

14. **Describe how this request fits with the institution's vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Goal 1 objective A, build adaptable curricula	Program is creating new delivery of curricula to reach a broader segment of Idaho's population. Proposal makes a high demand program available to a significant place-bound population
Goal 2, Objective B: Strengthen Partnerships	A distance program will build connections with many law enforcement agencies in the state needing additional training for employees as well as foster connections with community colleges throughout the state.

15. **Is the proposed program in your institution's 5-year plan? Indicate below.** *This question is not applicable to requests for discontinuance.*

Yes ____ No _x___

If not on your institution's 5-year plan, provide a justification for adding the program.
This is not a new program request. It is a request to add program modality.

16. **Explain how students are going to learn about this new program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).** *For requests to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Students will be recruited to the program from two places, the state's community college system and through the state's law enforcement and correctional agencies. As noted above faculty have already been in contact with both entities. As program is implemented there will be an accompanying advertising campaign specifically targeting those audiences.

17. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Board office indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. Personnel Costs

Faculty and Staff Expenditures
Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Year 1

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
New assistant professor	62,000	1.0	270	18
New assistant professor	62,000	1.0	270	18

Year 2

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
New assistant professor	62,000	1.0	540	38
New assistant professor	62,000	1.0	540	38

Year 3

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
New assistant prof	62,000	1.0	594	42
New assistant prof	62,000	1.0	594	42

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Half time program manager/advisor will work with department faculty to manage the advising/support needs of the added students in the program.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Half time advisor	20,000	.5	100%

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

Travel funding will support faculty and/or advisor travel to community colleges throughout the state, both for ongoing recruitment and to continue to build at seamless 2+2 transition. It is also expected that travel will periodically be necessary to visit law enforcement and correctional agencies.

Materials funding will support/develop advertising and promotional materials for the program.

Additional support for program development can be covered by the web fees generated by the courses being offered. Given the scope of the expansion it is expected that there will be unanticipated expenses associated with starting such a program.

c. Capital Outlay

(1) Library resources

(a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

$2000.00 is requested as ongoing support for the program and increased student demand for access to online resources.

(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

(c) For off-campus programs, clearly indicate how the library resources are to be provided.

Through online access to journals

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

Funds are requested to purchase laptop computers for the two faculty and staff/advisor.

d. Revenue Sources

(1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

There will be no reallocation of existing state appropriations. An initial startup allocation will be provided internally, and thereafter the revenue generated by the program will be sufficient to cover expenses.

Students will be charged the regular distance tuition and fees as approved by the SBOE annually. In addition, students will pay the regular $35.00 per credit online course fee.

(2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

There will be no funding from other sources.

(3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

N/A

(4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

(5) Provide estimated fees for any proposed professional or self-support program.

N/A

Appendix A: Sociology Curriculum/Criminology Emphasis

Sociology (B.A. or B.S.)

Required course work includes the university requirements (see regulation J-3), the general requirements for either the B.A. or B.S. degree and the following courses (electives must be approved by the student's advisor):

Anth 100 Introduction to Anthropology (3 cr)

Soc 101 Introduction to Sociology (3 cr)

Soc 311 Development of Social Theory (3 cr)

Two of the following (6 cr):

Soc 411 Quantitative Social Science Methods (3 cr)

Soc 413 Qualitative Social Science Methods (3 cr)

Stat 251 Statistical Methods (3 cr)

Related fields (e.g. anthropology, economics, environmental science, geography, history, political science, psychology, statistics, and women's and gender studies) (12 cr)*

One of the following (3 cr):

Soc 423 Sociology of Prosperity: Social Class and Economics in the 21st Century (3 cr)

Soc 424 Sociology of Gender (3 cr)

Soc 427 Racial and Ethnic Relations (3 cr)

Soc 439 Inequalities in the Justice System (3 cr)

One of the following (3 cr):

Soc 340 Social Change & Globalization (3 cr)

Soc 341 Science, Technology, and Society (3 cr)

Soc 343 Power, Politics, and Society (3 cr)

Soc 465 Environment, Policy, and Justice (3 cr)

*Note: Must be approved by student’s advisor

Select one of the following emphases:

A. Criminology

Soc 260 Intro to Deviance and Crime (3 cr)

Soc 331 Criminology Theory (3 cr)

Soc 461 Capstone: Justice Policy Issues (3 cr)

One of the following (3 cr):

PolS 467 Constitutional Law (3 cr)

PolS 468 Civil Liberties (3 cr)

PolS 469 The Judicial Process (3 cr)

Soc 420 Sociology of Law (3 cr)

Selected upper-division emphasis electives (12 cr):

Soc 315 Community Service Learning (1-4 cr, max 4)**

Soc 325 Family, Violence, and Society (3 cr)

Soc 330 Juvenile Delinquency (3 cr)

Soc 332 Sociology of Punishment (3 cr)

Soc 333 Elite and White Collar Crime (3 cr)

Soc 334 Police and Social Control (3 cr)

Soc 335 Terrorism, Society and Justice (3 cr)

Soc 336 Comparative Criminal Justice Systems (3 cr)

Soc 337 Violence and Society (3 cr)

Soc 338 Regulation of Vice (3 cr)

Soc 339 Crime and the Media (3 cr)

Soc 344 Urban Sociology (3 cr)

Soc 345 Extremism and American Society (3 cr)

Soc 403 Workshop (cr arr)

Soc 404 Special Topics (cr arr)

Soc 420 Sociology of Law (3 cr)

Soc 439 Inequalities in the Justice System (3 cr)

Soc 450 Dynamics of Social Protest (3 cr)

Soc 465 Environment, Policy, and Justice (3 cr)

Soc 498 Internship (1-6 cr, max arr)**

Soc 499 Directed Study (cr arr)**

Courses to total 120 credits for this degree

**Note: A maximum of 3 credits may be earned in Soc 315, Soc 498, and Soc 499, respectively

Appendix B: survey data summary

In order to estimate the level of demand for a distance delivered criminology degree program, sociology faculty distributed a brief online survey to a purposive sample of twenty police and correctional agencies/divisions in Idaho. Eleven of the twenty agencies completed the survey (55% response rate).

The first section of the survey asked the respondents about their agency's education-related hiring requirements and support for higher education. Eight of the eleven respondents indicated that only a high school diploma or its equivalent is required for newly hired officers (see Table 1). Many of the agencies, however, reported that their department encourages its officers to complete additional education beyond the minimum standards (8 of 11). Just under half of the agencies provide direct financial benefits (e.g., tuition reimbursement) to officers who pursue education beyond the minimum requirements. In addition, several respondents from departments that do not offer direct financial incentives indicated that their agencies provide strong indirect incentives, such as giving officers with four-year degrees extra points on competitive promotional exams, which makes it more likely that they will achieve higher salaries through promotion.

Table 1: Agency Support for Continuing Officer Education

Question	Number	Percent
What are the minimum educational requirements to be hired as a sworn officer in your department (excluding P.O.S.T. certification)?		
High School Diploma	8	73%
Associate of Arts (60 credit hours)	3	27%
Bachelor's Degree	0	0%
Does your department encourage its officers to complete additional education beyond the minimum hiring requirements?		
Yes	8	73%
No	3	27%
Does your department offer financial incentives for officers or staff to pursue additional education beyond the minimum hiring requirements?		
Yes	4	36%
No	7	64%

The second section of the survey included several questions that were designed to allow us to generate rough estimates of the number of officers who might be interested in taking distance delivered criminology courses. The first question in this section asked the respondents to estimate number of officers in their department who might be interested in taking distance delivered classes. The second question asked them to report the total number of officers working for their department. Altogether, the respondents reported that the agencies employed a total of 2,560 officers (see Table 2). At the same time, the respondents estimated that 443 officers across the eleven agencies would be interested in taking distance delivered classes in criminology, resulting in an estimated 17% of the officers working for the responding agencies who might be interested in enrolling in a distance delivered criminology program. If we project that percentage on to the Idaho's population of 12,958 individuals working in the State's protective services occupations, then we can estimate that approximately 2,203 individuals working in this field in Idaho may consider enrolling in a distance delivered program in criminology. Of course, that figure is a rough estimate and only represents a possible pool of individuals who might be interested in enrolling in a distance criminology program. However, if marketing and outreach efforts can draw in 2% of that pool on a yearly basis, then the distance program could expect to enroll a minimum of 44 criminal justice professionals per year in the program.

In their written comments at the end of the survey, several respondents indicated that two common barriers prevent officers from enrolling in university programs. First, their non-traditional work schedules make it difficult to enroll in traditional or blended classes. Second, several respondents noted that distance classes tend to be too expensive. We believe that these issues create an opportunity for the University of Idaho. First, the current per credit cost for the UI is lower for in-state students than our potential market competitors. Second, the distance soc-crim program will build in the flexibility that working criminal justice professionals need to complete their degrees.

Table 2: Agency Estimates for Officers Interested in Taking Distance Delivered Classes

Estimates	Number
Total number of officers working for the eleven responding agencies/divisions?	2,560
Estimated number of officers interested in taking online criminology classes?	443
***Estimated* percentage of officers interested in taking online criminology classes?**	**17%**
Total Idaho employment in protective services occupations (2012)	12,958
***Estimated* number of individuals working in Idaho's protective services occupations that may consider enrolling in an online criminology program**	**2,203**

The final section of the agency survey asked the respondents to identify the types of courses and skills that officers might look for in a distance delivered criminology program. Overall, the respondents indicated that the classes and skills that officers are looking for as similar to the classes and skills already emphasized in the residential soc-crim program. For example, the most commonly mentioned classes included juvenile delinquency, policing, corrections, constitutional law, criminal law, and deviance (see Table 3). In addition, the kinds of skills most frequently mentioned by the respondents are the same types of skills that the residential program currently emphasizes (i.e., critical thinking, writing, problem-solving, and communication skills) and which will be built into the distance delivered degree. Taken as a whole, this indicates to us that the distance criminology program will have the characteristics that should be attractive to criminal justice professionals looking to complete a four-year degree.

Table 3: Reported Desired Classes and Skills Training in a Four-Year Criminology Program

Desired Classes	Desired Skills
Juvenile Justice*	Critical Thinking
Policing*	Communication/Verbal Skills
Constitutional Law*	Writing
Criminal Law*	Problem Solving
Research/Crime Analysis*	Research and Analysis Skills
Corrections*	Leadership Skills
Deviance*	
Drugs/Alcohol/Vice Crime*	
Leadership	
Mental Health and Crime	
Interpersonal Communication	
Cultural Competency	
Conflict Management	

Table Notes: An asterisk indicates a class already offered through the UI's residential criminology program.

Interviews with Community College Criminal Justice Program Coordinators

One of the other important potential sources of demand for a distance delivered criminology program in the Idaho comes from students enrolled in two-year criminal justice programs who would like to complete a four-year degree. To gauge the potential market demand among Idaho community college students, sociology faculty completed phone interviews with the faculty coordinators for the criminal justice programs at Idaho's three community colleges—the College of Western Idaho (CWI), the College of Sothern Idaho (CSI), and the Northern Idaho College (NIC).

All three coordinators were strongly supportive of the idea of a four-year criminology program at the University of Idaho and each coordinator indicated that they believed there would be strong demand among their students for the program. After consulting with their respective offices for institutional research, the coordinators provided the following figures. There are over 1,000 students enrolled in two-year criminal justice programs in the state (485 at CWI, 290 at CSI and 240 at NIC). A little over 100 students graduated out of these programs in 2014 (50 at CWI, 30 at CSI and 23 at NIC). Each college contact estimated that about one-half (50%) of all students were interested in a 4-year distance program in criminology, criminal justice or justice studies. From this estimate, we can roughly infer that an additional 50 graduates from a 2-year program in the state would be interested in a distance 4-year degree program in 2014.

PROGRAM RESOURCE REQUIREMENTS

Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY	2017	FY	2018	FY	2019	Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	38	50	76	100	84	110	198	260
B. Shifting enrollments	0	0	0	0	0	0	0	0

budgeting assumptions: Student count based on 60 percent full time students (12 credits) and 40 percent part time students (6 credits)

II. REVENUE

	FY	2017	FY	2018	FY	2019	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)							$0.00	$0.00
2. Appropriated (New)							$0.00	$0.00
3. Federal							$0.00	$0.00
4. Tuition	$267,540.00		$535,080.00		$588,588.00		$1,391,208.00	$0.00
5. Student Fees	$27,300.00		$54,600.00		$60,060.00		$141,960.00	$0.00
6. Other (Specify)*	$33,600.00		$67,200.00		$73,920.00		$174,720.00	$0.00
Total Revenue	$328,440.00	$0.00	$656,880.00	$0.00	$722,568.00	$0.00	$1,707,888.00	$0.00

Distance Tuition Rates used: 3185 FT & 318.50 per credit

**Distance education fee $35.00/credit. Bugeting assumptions based on 60 percent full time students (12 cr.) and 40 percent part time students (6 cr.)*

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 2017		FY 2018		FY 2019		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	2.0		2.0		2.0		6.00	0.00
2. Faculty	$124,000.00		$124,000.00		$124,000.00		$372,000.00	$0.00
3. Administrators							$0.00	$0.00
4. Adjunct Faculty							$0.00	$0.00
5. Instructional Assistants							$0.00	$0.00
6. Research Personnel							$0.00	$0.00
7. Support Personnel	$20,000.00		$20,000.00		$20,000.00		$60,000.00	$0.00
8. Fringe Benefits	$47,024.00		$47,024.00		$47,024.00		$141,072.00	$0.00
9. Other:							$0.00	$0.00
Total FTE Personnel and Costs	$191,024.00	$0.00	$191,024.00	$0.00	$191,024.00	$0.00	$573,072.00	$0.00

support personnel: 1/2 time advisor/program manager for online students

	FY 2017		FY 2018		FY 2019		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$5,000.00		$5,000.00		$5,000.00		$15,000.00	$0.00
2. Professional Services							$0.00	$0.00
3. Other Services							$0.00	$0.00
4. Communications							$0.00	$0.00
5. Utilities							$0.00	$0.00
6. Materials and Supplies	$3,000.00		$3,000.00		$3,000.00		$9,000.00	$0.00
7. Rentals							$0.00	$0.00
8. Repairs & Maintenance							$0.00	$0.00
9. Materials & Goods for Manufacture & Resale							$0.00	$0.00
10. Miscellaneous							$0.00	$0.00
Total Operating Expenditures	$8,000.00	$0.00	$8,000.00	$0.00	$8,000.00	$0.00	$24,000.00	$0.00

	FY	2017	FY	2018	FY	2019	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$2,000.00		$2,000.00		$2,000.00		$6,000.00	$0.00
2. Equipment	$0.00	$4,500.00	$0.00		$0.00		$0.00	$4,500.00
Total Capital Outlay	$2,000.00	$4,500.00	$2,000.00	$0.00	$2,000.00	$0.00	$6,000.00	$4,500.00
D. Capital Facilities Construction or Major Renovation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
E. Indirect Costs (overhead)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
TOTAL EXPENDITURES:	$201,024.00	$4,500.00	$201,024.00	$0.00	$201,024.00	$0.00	$603,072.00	$4,500.00
Net Income (Deficit)	$127,416.00	-$4,500.00	$455,856.00	$0.00	$521,544.00	$0.00	$1,104,816.00	-$4,500.00

Institutional Tracking No. FS-16-021
UCC-16-022c

Idaho State Board of Education
Proposal for **Baccalaureate** Degree Program

Date of Proposal Submission:	August 26, 2015
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Letters, Arts, and Social Sciences
Name of Department(s) or Area(s):	History

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	History			
Degree:	BA/BS			
Method of Delivery:	Distance Delivery			
CIP code (consult IR /Registrar)	54.0101			
Proposed Starting Date:	August 1, 2016			
Indicate if the program is:	x	Regional Responsibility		Statewide Responsibility

Indicate whether this request is either of the following:

- [ ] New Program/major
- [ ] Expansion of an Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Discontinuance of an Existing Program
- [ ] Contract Program/Collaborative
- [x] Other : Adding delivery modality.
- [ ] Consolidation of an Existing Program

College Dean (Institution)	Date	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**		State Administrator, SDPTE **(as applicable)**	Date
Chief Fiscal Officer (Institution)	Date	Academic Affairs Program Manager	Date
Chief Academic Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/OSBE Approval	Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

1. **Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

   We are requesting the SBOE allow us to offer our current BA and BS degree with a General Emphasis in History in a fully distance delivered setting. Through this means, we can deliver our rigorous program on the science and art of historical research to a broader constituency within the state of Idaho as well as the broader Pacific northwest region. We also anticipate that our program will have interest on the national and international stage.

2. **List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

   The undergraduate program in History has developed a competitive and rigorous set of learning objectives for its students. We have structured the program so students can acquire the following knowledge and skills:

   (1) to explain the historical context that shapes human consciousness and action and to identify those factors which shape continuity and change in diverse human communities;

   (2) to recognize the rich diversity of human artifacts, to reflect upon how they illuminate the historical past, and to use them to make meaning of the human experience;

   (3) to understand historical evidence and interpretation, to evaluate their strengths and weaknesses, and to situate both in broader scholarly debate;

   (4) to formulate historical questions and engage in independent research and inquiry;

   (5) to demonstrate command of formal language and to be able to exchange ideas in a cogent, coherent, and respectful manner; and,

   (6) to apply historical knowledge to reflect more generally upon global human experience and complexity.

   At the end of the degree program, students can engage in independent research, conduct in-depth individual or group research and manage large-scale data collection (using state-of-the-art information retrieval systems), and to communicate their research results effectively.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

   We shall assess the distance History BA/BS degree as part of the regularly scheduled outside program review (which has hitherto assessed the traditional or "live" program delivery). Accreditation is not a usual part of nationally or internationally recognized History programs. Our distance course offerings in the BA/BS are subject to the same learning outcomes and assessment tools as with our standard 'traditional' program (as it is currently delivered); however, we will be conducting separate sampling of 'live' and 'distance delivered' courses and comparing them in our yearly assessment to ensure continuous program development and improvement. This assessment process includes evaluation of writing artifacts from key benchmark classes (our sophomore and senior-level seminars), advising sessions, senior focus group meetings, the outgoing senior survey data, and the professional portfolio required of all history majors.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

   No new courses will be added to the existing curriculum; the key elements of the General Emphasis in History program (including our key assessment benchmark classes) are already delivered by faculty in a distance delivered format. Our goal is simply to consolidate what we're already delivering in the distance delivery environment and be able to focus upon recruiting greater number of students into the program through the distance delivered curriculum option. Again, the creation of a distance delivered General Emphasis History BA/BS is simply recognizing an 'already existing' reality on the ground. New coursework will only be created if assessment data suggests the need for concrete program improvement.

   The history courses needed to complete the major have been prepared for distance delivery. The periodicity with which these courses would be offered via distance delivery will be responsive to the curricular needs of the students who matriculate through the distance program.

5. **Please provide the program completion requirements, to include the following and attach a typical four-year curriculum to this proposal as Appendix A.** *For discontinuation requests, will courses continue to be taught?*

Credit hours required	39
Credit hours in institutional general education or core curriculum:	37
Credit hours in required electives:	54
Total credit hours required for degree program:	120

6. **Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.** *This question is not applicable to requests for discontinuance.*

   As part of the University of Idaho's General Education requirements, History offers a 'senior experience' capstone class (HIST 495), which will be taught via distance delivery, at least once per annum, in order to meet student demand. The history courses needed to complete the major have been prepared for distance delivery. The periodicity with which these courses would be offered via distance delivery will be responsive to the curricular needs of the students who matriculate through the distance program.

7. **Identify similar programs offered within Idaho or in the region by other**

colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication.

At present, no other institution in Idaho offers a fully distance delivered bachelor's degree in History. Our nearest neighbor, Washington State University, offers its History bachelor's degree online. Nationally, the best-advertised bachelor's degree in History remains Arizona State University online.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	BA/BS		n/a
CSI			n/a
CWI			n/a
EITC			n/a
ISU	BA/BS		n/a
LCSC	BA/BS		n/a
NIC			n/a
UI	BA/BS		American History option; European History option; Asian History option; History of Science, Health, and Environment option

8. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B.** *This question is not applicable to requests for discontinuance.*

We anticipate a slow and steady advancement in distance History majors. Our current major count is approximately 110 students, and we seek to increase enrollment in our program gradually, averaging 4 percent growth per annum. We expect an equal demand for enrollment from full-time and part-time majors, and it is hoped that we can maintain degree flexibility in order to accommodate the demands of working and non-traditional students within the adult population. Inquiries from degree-seekers received in our department suggest stronger demand for History amongst students outside the 'traditional' student age bracket of 18–24, and the distance delivered History bachelor's will potentially appeal to this underserved demographic. In addition, the wide variety distance delivered history courses will complement and serve other degree requirements for distance students across campus, providing students with a wide variety of courses that satisfy a number of 'social science' and 'humanities' requirements, and also provides a useful minor to those UofI students who are registered specifically in BS programs (and which often warrant declaring a minor as part of their degree requirements).

(Percentages have been rounded down.)

PART-TIME STUDENT PROJECTIONS	Year I		Year II		Year III	
Current major	% increase	Total	% increase	Total	% increase	Total
108	4%	112	4%	116	4%	121

FULL-TIME STUDENT PROJECTIONS	Year I		Year II		Year III	
Current major	% increase	Total	% increase	Total	% increase	Total
108	4%	112	4%	116	4%	121

9. **Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU	255	203	239	55	77	97	
ISU	108	95	93	25	16	16	
LCSC	21	23	20	2	7	7	
UI	106	138	169	29	38	43	

10. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

No. The distance delivered bachelor's degree in History will simply allow students interested in learning the art and science of history to complete their degree requirements — notwithstanding geographical location or time exigencies due to work, family responsibilities, and other factors. It is quite likely that the distance delivered degree in History will provide other degree majors (Sociology-criminology emphasis, Psychology, Organizational Science) with concrete ways to complete both University General Education and College requirements, as well as provide an attractive way to declare a minor in other degree programs (especially in BS programs).

11. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance*.

	Year 1 (2004 jobs)	Year 2 (2025 jobs)	Year 3
Local (Regional)	8,675	11,254	n/a
State	n/a	n/a	n/a
Nation	147,928	176,178	n/a

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

To calculate projected new and replacement positions, we have used a third-party database (EMSI Analyst), which includes data culled from the US Bureau of Labor Statistics and individual State Departments of Labor.

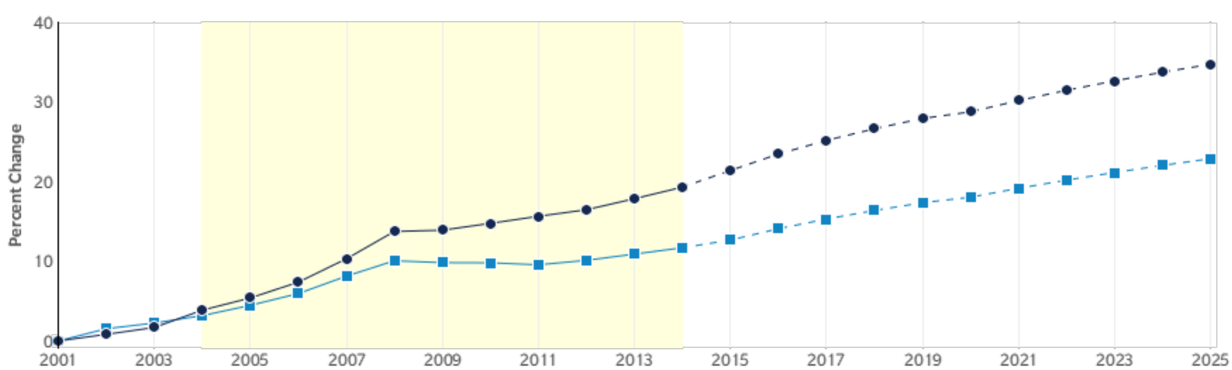
Using national findings of the National Historical Association (AHA) and informal surveys of UI graduates, we identified that the following occupations are frequently filled by History graduates:

- Historians, Archivists, Curators, Museum Technicians and Conservators, and Librarians. Occupational data obtained from Economic Modeling Specialist, Inc. (EMSI) were used to analyze employment opportunities for these occupations;

- Elementary and Secondary educators. Occupational data from EMSI was also utilized to review employment opportunities in these fields; however, the data is reported for the fields as a whole, not specific to the jobs a History major might fill. For these reasons, we've separated our data into two charts.

a) Data from Idaho and the six states bordering the state were analyzed for jobs as Historians, Archivist, Curators, Museum Technicians and Conservators, and Librarians.

Job growth:



Region	2004 Jobs	2025 Jobs	Change	% Change
Region	8,675	11,254	2,579	29.7%
Nation	147,928	176,178	28,250	19.1%

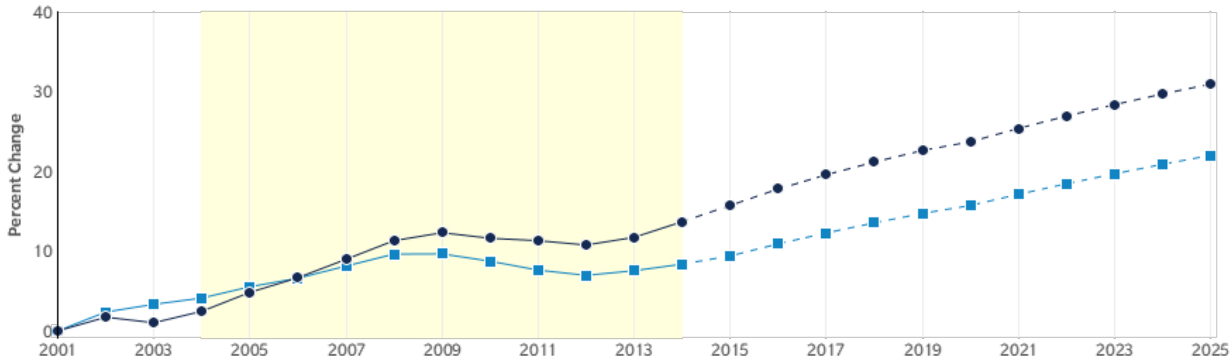
Job growth in these occupations has increased at a faster pace in the region than nationally. In 2014, these occupations showed a 14.9% increase in the region, compared to 8.3% nationally. By 2025, the ten year growth is estimated at 29.7% regionally and 19.1% nationally. This indicates that there will be increasing opportunities for graduates seeking employment in these occupations, both regionally and nationally.

Of those individuals employed in these occupations in the region in 2014, 42.6% are 55 or older, indicating that in addition to new positions in these fields, further opportunities for employment will be created by retirements in the next ten years. Nationally, 42.5% of current employees in these occupations are in this age range.

b) Elementary and Secondary Educators

The following data is for all elementary and secondary educators.

Job growth:



Region	2004 Jobs	2025 Jobs	Change	% Change
Region	105,973	135,434	29,461	27.8%
Nation	2,099,955	2,460,821	360,866	17.2%

Job growth in elementary and secondary teaching positions in the region, after starting at a slower pace than national rates in 2004, has increased at a faster pace than national growth since 2006. In 2014, these occupations showed an 11.0% increase in the region, compared to 4.1% nationally. By 2025, the growth rate is estimated at 27.8% regionally and 17.2% nationally. This indicates that there will be increasing opportunities for graduates seeking employment in these occupations, both regionally and nationally.

Of those individuals employed as elementary and secondary teachers in the region in 2014, 29.7% are 55 or older, indicating that in addition to new positions in these fields, there will be some opportunity for employment created by retirements in the next ten years. Nationally, 28.9% of current teachers are in this age range.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Degree-holders can apply specific disciplinary skills acquired in History to wide variety of different career paths and experiences, as seen in the wide choice of careers our majors have entered. The American Historical Association, the official professional body of the historical discipline, has tabulated career trajectories for students who hold a bachelor's degree in History. These career fields include:

Historians as Educators: Elementary Schools, Secondary Schools, Postsecondary Education, Historic Sites and Museums

Research Specialists: Museums and Historical Organizations, Cultural Resources Management and Historic Preservation, Think Tanks
Communications: Writers and Editors, Journalists, Documentary Editors**,** Producers of Multimedia Material
Information Managers: Archivists, Records Managers, Librarians, Information Managers
Historians as Advocates: Lawyers and Paralegals, Litigation Support, Legislative Staff Work, Foundations (both national and local),
Businesses and Associations: Corporations (external relations, marketing, information resource management, legal affairs, finance and control, administration, human resources, and operations); Contract Historians; Historians and Nonprofit Associations (administration, programs management, publishing, meeting organization, and web site management);

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale:

Beyond immediate employment with a bachelor's degree, History provides an excellent degree choice for students preparing to go into graduate and/or professional fields, including business/public administration, education, and the study of law. A number of our majors have gone on to graduate/professional school in the health fields, including general practice in medicine and nursing.

12. **Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe**. *This question is not applicable to requests for discontinuance.*

The program will use the University's distance delivery technology services to deliver the curricular content. The University of University possesses the requisite technology — Blackboard — which will allow students to access course materials through internet connection.

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's mission, core themes, and primary emphasis areas. *This question is not applicable to requests for discontinuance.*

The distance program aligns with the Idaho State Board of Education's Strategic Plan (CY 2015–19/FY 2016–2020)

1) Create a well-educated citizenry

An undergraduate degree in History provides citizens with an essential understanding of the human past, and it promotes greater community and civic awareness within the population. It is hard to imagine another discipline quite as suited to shaping a well-educated and engaged citizenry, as History provides students with essential knowledge of the working of today's politics, institutions, laws, culture, customs, beliefs, and manners. Quite simply, it is impossible to know where you are going unless you know where you have been. And the historical discipline provides citizens with the analytic and practical tools for them to understand the present through the lens of the past — thereby allowing them to prepare for the future.

2) Promote innovation and economic development

A bachelor's degree in History provides students with the educational formation that will enable them to enter and integrate themselves into the modern data-driven workforce. The key component of the distance delivered curriculum involves teaching students how to frame concrete research questions about the past (encompassing all long- and short-range elements of human experience); organizing a coherent research program and engaging in specialized data collection, and then communicating the results of this research through a variety of fora, including analytic prose, formal oral presentations, and digital media. Further, History is also an excellent degree option for students planning to go into graduate or professional training beyond the traditional four-year BA/BS degree. Lastly, many of our majors have gone into post-graduate professional programs in law, business, medicine and the related health sciences.

3) Deliver an effective and efficient educational system
Through distance delivery, the University can provide a full bachelor's degree in History to any Idahoan citizen, irrespective of geographical location, personal mobility, or current occupational status. Moreover, all distance components for the distance delivered History BA/ are existing or are ready to be implemented. No new institutional costs will be incurred in the delivery of the program. For these reasons, program implementation will be highly effective and efficient.

14. **Describe how this request fits with the institution's vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Teaching and learning goal: enable student success in a rapidly changing world	The distance delivered bachelor's in History would help the University meet one if it core teaching and learning goals by building an adaptable, integrative curricula and pedagogies. History provides a broad training in the liberal arts with specific focus upon understanding human cultural and social developments. Students gain specific tools regarding data analysis, retrieval, and synthesis that would allow them to enter the workforce directly or it will allow them to continue further in graduate or professional study.
Scholarly and Creative Activity Goal: Promote Excellence in Scholarship and Creative Activity	History students learn the specific tools of engaging in active research into the human past, and learn to understand key elements of human consciousness and behavior as they evolve over time in culture and society.
Community and Culture Goal: Be a purpose, ethical, vibrant, and open community	Studying history provides students with key perspective on the human past and gives them a greater understanding and sensitivity to human culture in all its manifestations — both past and present. Cultural and historical awareness is vitally significant in today's rapidly changing world, in which the past events dominate interactions between peoples on the levels of politics, economics, and culture in dramatic and unpredictable ways.

15. **Is the proposed program in your institution's 5-year plan? Indicate below.** *This question is not applicable to requests for discontinuance.*

Yes X No

If not on your institution's 5-year plan, provide a justification for adding the program.

16. **Explain how students are going to learn about this new program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).** *For requests to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

We have designed the distance History program to appeal primarily to Idahoan citizens. We will be working closely with state community colleges, developing 2 + 2 distance delivered programs, as well as high schools in order to advertise the degree more effectively.

17. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Board office indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. Personnel Costs

Faculty and Staff Expenditures
Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

The bachelor's degree in History, in essence, is now offered via distance delivery; all parts of our curriculum are being taught online or will be implemented presently as part of our desire to serve local student needs and interests. As a consequence, online instruction is part of the faculty's existing responsibilities. The online degree will not entail any new allocation of faculty resources or changing or faculty job descriptions and responsibilities

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Administrative Expenditures
Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program.

There are no anticipated new administrative costs associated with the distance delivered degree. Current distance courses are monitored and assessed by the unit administrator; we envision the present administrative structure will continue to accommodate and serve unit needs with regard to distance delivered instruction.

b. Operating Expenditures . Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

The distance degree program is, at present, being delivered in practice; all elements of our degree are now distance delivered or such delivery will be implemented in the 2016–17 academic year. There are no significant new operating expenditures anticipated in the delivery mechanism; we are planning a small yearly allocation ($1,000.00) to help with materials and program advertising.

c. Capital Outlay

(1) Library resources

We anticipate allocating $2000.00 per annum to the library in order to compensate "embedded librarians" for distance delivered degree programs in our College. This amount will be funded by revenue generated by distance delivered courses.

(a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

The history collections at the University of Idaho are located in the central University of Idaho Campus Library (UI Library). University of Idaho librarians focus on building collections that directly correspond to the academic programs offered at this university. The librarian for the Department of History collects monographs and audiovisual works on American and world history, historiography, and other topics, guided by the curricular needs of the history department as well as the research interests if its faculty.

The Special Collections and Digital Collections departments at the UI Library also play a vital role in supporting history research. Digital Collections in particular is dedicated to making materials of historical interest available to all researchers regardless of location.

http://www.lib.uidaho.edu/special-collections/
http://www.lib.uidaho.edu/digital/

The University of Idaho Library personnel include 42 full-time staff members providing support for borrowing, interlibrary loan, electronic access and all other library services. There are 13 faculty librarian liaisons who at a minimum hold an American Library Association accredited degree in Library and Information Science. These librarians consult with students and faculty on research, teaching, publishing, open access and many other areas as well as overseeing collection development. The Department of History has a dedicated liaison librarian who provides specialized research support and instruction both in person and virtually. The University of Idaho Library supports many ditance programs as well as supporting traditional students in an online environment, so the capacity to assist these new students is established.

(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

The library provides access to hundreds of electronic history serials through aggregators, JSTOR, and other interdisciplinary sources, the numbers for which are difficult to parse, but in terms of budgets dedicated to history the current numbers $14,000 for monographs, $14,327 for journals, and $16,167 for databases. The dean of the library estimates that costs for supporting this new distance program, factoring in materials and librarian/staff time, would be approximately $600 per semester-long course.

(c) For off-campus programs, clearly indicate how the library resources are to be provided.

Over the past several years increasing focus has been placed on purchasing electronic versions of monographs, through providers like Project MUSE. Our current journal subscriptions are already predominantly online.

The UI Library is a member of the Orbis Cascade Alliance, a consortium of academic libraries in the northwest that includes the libraries at the University of Washington, Washington State University, Oregon State University and 33 other institutions. Books from any of these libraries can be borrowed, which vastly increases the number and type of materials available to UI students.

The primary discovery and delivery tool for the University of Idaho Library is the online catalog. Through the catalog students can view electronic resources such as ebooks and journal articles immediately and request that items not owned by the library be obtained by interlibrary loan.

Other materials, including media, can be mailed to distance students.

Assistance from a librarian with research, or simply with the logistics of actually obtaining a resource, is available by phone, email, instant messaging and text messaging. UI Library online resources can also be embedded in BBLearn, the course management software utilized at the University of Idaho.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

No new equipment/ instruments are being requested.

d. Revenue Sources

(1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

There will be no reallocation of existing state appropriation. Tuition revenue from new enrollments will provide program funding.

Students will be charged the regular distance tuition and fees as approved by the SBOE annually. In addition, students will pay the regular $35.00 per credit online course fee.

(2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Not applicable. The program does not require other sources for funding.

(3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

We will not require a legislative budget request. Tuition revenue will fund the program.

(4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable. The program requires neither grant funding nor special fees to support it.

(5) Provide estimated fees for any proposed professional or self-support program.
None. The proposal is not for a professional or self-support program so we are requesting no program fees.

APPENDIX ONE

HISTORY UNDERGRADUATE MAJOR (BA)
SAMPLE 4-Year Degree Planner

YEAR ONE (Freshman)			
Fall Classes	**Credits**	**Spring Classes**	**Credits**
ENG 101 or 102	3	ENG 102 or COMM or ISEM	3
ISEM 101	3	Core Science w/ lab	4
Math	3	History lower-division	3
History lower-division	3	History lower-division	3
Elective	3	Elective or COMM	3
TOTAL CREDITS	**15**		**16**
YEAR TWO (Sophomore)			
Fall Classes	**Credits**	**Spring Classes**	**Credits**
Foreign Language	4	Foreign Language	4
Social Science	3	History upper-division	3
HIST 290	3	History upper-division	3
Core science (w/o lab section)	3	Humanities	3
Humanities	3	Social science	3
TOTAL CREDITS	**16**		**16**
YEAR THREE (Junior)			
Fall Classes	**Credits**	**Spring Classes**	**Credits**
Foreign Language	4	Foreign Language	4
History upper-division	3	History upper-divsion	3
History upper-division	3	History upper-divsion	3
Social science	3	Related fields/add. College Humanities	3
ISEM 301	1	Related fields/add. College Social Sciences	3
	14		**16**

YEAR FOUR (Senior)			
Fall Classes	**Credits**	**Spring Classes**	**Credits**
History upper-division	3	HIST 495 (senior seminar)	3
History upper-division	3	Related fields	3
Related fields/add. College Humanities	3	Related fields	3
Related fields	3	Related fields	3
Elective	3	Elective	3
TOTAL CREDITS	**15**		**15**

APPENDIX TWO

HISTORY UNDERGRADUATE MAJOR (BS)
SAMPLE 4-Year Degree Planner
(*) Please note: the essential difference between a BA and a BS in History constitutes the foreign language requirement. Students who wish to go on to graduate and/or professional school are strongly urged to take the BA option.

YEAR ONE (Freshman)			
Fall Classes	**Credits**	**Spring Classes**	**Credits**
ENG 101 or 102	3	ENG 102 or COMM or ISEM	3
ISEM 101	3	Core Science w/ lab	4
Math	3	History lower-division	3
History lower-division	3	History lower-division	3
Elective	3	Elective or COMM	3
TOTAL CREDITS	**15**		**16**
YEAR TWO (Sophomore)			
Fall Classes	**Credits**	**Spring Classes**	**Credits**
Foreign Language OR additional American Diversity/International Course	4	Foreign Language OR additional American Diversity/International Course	4
Social Science	3	History upper-division	3
HIST 290	3	History upper-division	3
Core science (w/o lab section)	3	Humanities	3
Humanities	3	Social science	3
TOTAL CREDITS	**16**		**16**

YEAR THREE (Junior)			
Fall Classes	**Credits**	**Spring Classes**	**Credits**
Foreign Language OR additional American Diversity/International Course	4	Foreign Language OR additional American Diversity/International Course	4
History upper-division	3	History upper-divsion	3
History upper-division	3	History upper-divsion	3
Social science	3	Minor (and/or related fields)	3
ISEM 301	1	Minor (and/or related fields)	3
(*) Humanities (college requirement) (if foreign language classes are not taken)	(*)3		
	14 **17 (if extra credits are needed for language req.)**		**16**

YEAR FOUR (Senior)			
Fall Classes	**Credits**	**Spring Classes**	**Credits**
History upper-division	3	HIST 495 (senior seminar)	3
History upper-division	3	Minor (and/or related fields)	3
Minor (and/or related fields)	3	Minor (and/or related fields)	3
Minor (and/or related fields)	3	Minor (and/or related fields)	3
Humanities (college requirement)	3	Social science (college requirement)	3
TOTAL CREDITS	**15**		**15**

PROGRAM RESOURCE REQUIREMENTS

Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT	FY	2017	FY	2018	FY	2019	Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	5	8	10	16	15	26	29.8	50
B. Shifting enrollments	0	0	0	0	0	0	0	0

II. REVENUE	FY	2017	FY	2018	FY	2019	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)							$0.00	$0.00
2. Appropriated (New)							$0.00	$0.00
3. Federal							$0.00	$0.00
4. Tuition	$40,768.00		$81,536.00		$132,496.00		$254,800.00	$0.00
5. Student Fees	$4,160.00		$8,320.00		$13,520.00		$26,000.00	$0.00
6. Other (Specify)	$5,040.00		$10,080.00		$16,380.00		$31,500.00	$0.00
Total Revenue	$49,968.00	$0.00	$99,936.00	$0.00	$162,396.00	$0.00	$312,300.00	$0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 2017		FY 2018		FY 2019		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE							0.00	0.00
2. Faculty							$0.00	$0.00
3. Administrators							$0.00	$0.00
4. Adjunct Faculty							$0.00	$0.00
5. Instructional Assistants							$0.00	$0.00
6. Research Personnel							$0.00	$0.00
7. Support Personnel							$0.00	$0.00
8. Fringe Benefits							$0.00	$0.00
9. Other:							$0.00	$0.00
Total FTE Personnel and Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	FY 2017		FY 2018		FY 2019		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel							$0.00	$0.00
2. Professional Services							$0.00	$0.00
3. Other Services							$0.00	$0.00
4. Communications							$0.00	$0.00
5. Utilities							$0.00	$0.00
6. Materials and Supplies	$1,000.00		$1,000.00		$1,000.00		$3,000.00	$0.00
7. Rentals							$0.00	$0.00
8. Repairs & Maintenance							$0.00	$0.00
9. Materials & Goods for Manufacture & Resale							$0.00	$0.00
10. Miscellaneous							$0.00	$0.00
Total Operating Expenditures	$1,000.00	$0.00	$1,000.00	$0.00	$1,000.00	$0.00	$3,000.00	$0.00

	FY 2017		FY 2018		FY 2019		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$2,000.00		$2,000.00		$2,000.00		$6,000.00	$0.00
2. Equipment							$0.00	$0.00
Total Capital Outlay	$2,000.00	$0.00	$2,000.00	$0.00	$2,000.00	$0.00	$6,000.00	$0.00
D. Capital Facilities Construction or Major Renovation								
E. Indirect Costs (overhead)								
TOTAL EXPENDITURES:	$3,000.00	$0.00	$3,000.00	$0.00	$3,000.00	$0.00	$9,000.00	$0.00
Net Income (Deficit)	$46,968.00	$0.00	$96,936.00	$0.00	$159,396.00	$0.00	$303,300.00	$0.00

Institutional Tracking No. FS-16-022

UCC-16-022d

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	8/20/2015
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Letters ,Arts, & Social Sciences
Name of Department(s) or Area(s):	Organizational Sciences

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Organizational Sciences			
Degree:	B.S., B.A.			
Method of Delivery:	Distance Delivered			
CIP code (consult IR /Registrar)	09.0901			
Proposed Starting Date:	August, 2016			
Indicate if the program is:	x	Regional Responsibility		Statewide Responsibility

Indicate whether this request is either of the following:

- [ ] New Program (minor/option/emphasis or certificate)
- [ ] New Off-Campus Instructional Program
- [ ] New Instructional/Research Unit
- [ ] Contract Program/Collaborative
- [ ] Discontinuance of an Existing Program/Option
- [ ] Consolidation of an Existing Program
- [ ] Expansion of an Existing Program
- [x] Other : Adding delivery modality.

College Dean (Institution)	Date	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**	Date	State Administrator, SDPTE **(as applicable)**	Date
Chief Fiscal Officer (Institution)	Date	Academic Affairs Program Manager	Date
Chief Academic Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/OSBE Approval	Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The Bachelor of Science/Bachelor of Arts degree in Organizational Sciences (ORGS) is currently approved for delivery. It is a very successful program with growing enrollments. To maximize resources to serve the students who are not on a University of Idaho campus, many distance delivered sections of courses have been created. We find it is now possible for students to complete the major completely via distance delivery, and would like authorization to indicate that this is so. In our original NOI of 2007-8, we suggested that our program would be available to both N. Idaho and "distance" students. However, we were not explicit in asking for approval of complete distance delivery. With this proposal, we are seeking to rectify that. Our foci will remain N. Idaho and Moscow but we have course capacity to add additional students regardless of their location.

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The single objective of the distance program is to deliver the major to students not on a University of Idaho campus to those seeking it. The overall objectives of the ORGS degree can be extracted from our original NOI of 2007:

The ORGS degree was designed to appeal to students interested in smaller organizations, or smaller units within larger organizations. It draws its vision from the Human Relations Movement. The Movement emphasized standard business tools, but went farther to draw from the behavioral and social sciences. Organizations of interest included, of course, private sector for-profit businesses. However, Movement leaders recognized that organizational relations problems affected all purpose-driven organizations, i.e., political organizations (e.g., legislative bodies, political parties, PACs), not-for-profit organizations (e.g., health care companies, charities, volunteer agencies), and public and private boards (e.g., boards of education, homeowners associations, church boards), to mention but a few. This breadth guaranteed that the Movement would be interdisciplinary, drawing on Business, Industrial/Organizational Psychology, Communication, Public Administration, Industrial Sociology, Educational Leadership and other disciplines.

The Movement was a response to what was becoming increasingly evident: Many problems in the workplace were the result of relationship failures. Examples of such failures included conflict between managers and employees, conflict between employees and other employees, conflict between groups within organizations, poor communication between organizations and the communities they serve, lack of proper coordination of efforts, lack of proper understanding of worker capabilities and training needs, lack of concern for both employee and manager professional development, and the inability of both managers and employees to understand that organizational success depends on leaders and workers keeping the natural tension between them from becoming destructive.

The Human Relations Movement grew and has now become mainstream. Elements of it can be found in any curriculum that focuses on organizations. It is not uncommon, for example, for business students to pursue relevant electives in organizational psychology and public administration, or for students in educational leadership to take courses in business and public administration.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The University plans to hold all distance programs to standards set by the accrediting body for distance programs as well as our regional institutional accrediting body and the SBOE. All distance delivered courses, not just current and future ORGS courses, will be assessed against standards set by QM (Quality Matters). Additionally, like all UI courses, delivered by all methods, distance delivered courses in ORGS will be reviewed semester by semester through the current student evaluation and departmental/college oversight mechanisms.

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. ***Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests****. This question is not applicable to requests for discontinuance.*

All courses for the ORGS program currently exist and are being offered. They serve our Organizational Science (ORGS) majors, as well as Business majors, Political Science majors, Psychology majors, and others (and some courses that serve the ORGS major are drawn from those disciplines). See Appendix A.

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

Because ORGS draws from its own course list as well as from other disciplines, and because there are courses listed with the ORGS prefix as well as the prefix of another discipline, this is not an easy item to address. Appendix A illustrates this.

Credit hours required in major:	39-51
Credit hours required in minor:	12-18*
Credit hours in institutional general education or core curriculum:	36**
Credit hours in required electives:	See note immed. above
Total credit hours required for completion:	120

**The major requires completion of a second Major (credits vary with the major), <u>or</u> a Minor (minimum of 18 credits), <u>or</u> an advisor-approved Emphasis (minimum of 18 credits), <u>or</u> an Academic Certificate (12 credits).*
***This assumes that distance students will follow the SBOE transfer core. This figure could vary slightly depending on how transfer credits are evaluated.*

6. **Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.** *This question is not applicable to requests for discontinuance.*

ORGS 410, Capstone Practicum, is required of all ORGS majors. It can be taken for 1 – 6 credits as agreed to by the student, advisor, and practicum site.

7. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

We are not aware of any bachelor's degree programs in the state that are like ORGS. All schools in the state have individual courses that would be suitable for our ORGS program. ORGS cuts across disciplines, so this is to be expected. With respect to programs, these are the closest of which we are aware (none of which appear to be approved for distance delivery):

There is an Organizational Learning and Performance program at ISU, but this program seems to be focused on adult training programs, particularly in the professional-technical realm. In our original NOI, we noted that ISU was developing a related minor in Leadership. That program is now listed in the ISU catalog.

At BSU, Relational and Organizational Studies is one of four Emphases within the Communications bachelor's degree. The BSU College of Innovation and Design offers an Academic Certificate in Leadership and Human Relations.

LCSC offers a minor in Leadership.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	1. B.A. 2. Acad. Certif. (undrgrad)	Communications Col. of Innovation & Design	Relational and Organizational Studies Emphasis Leadership and Human Relations
CSI			
CWI			
EITC			
ISU	Minor		Leadership
LCSC	Minor		Leadership
NIC			
UI	B.S., B.A.	Organizational Sciences **	Organizational Communication Organizations & Communities

Note: ISU, UI and BSU offer graduate programs that are related to the ORGS degree. However, the ORGS degree should be viewed as a feeder for those programs, not a competitor.

8. **Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B.** This question is not applicable to requests for discontinuance.

As currently constituted, the ORGS major is very successful, and current growth can be viewed as an indicator of future growth. The table that follows shows enrollment growth over the 6 years leading to 2015. The figures for 2015 are not final, but it looks like the trend is continuing. ORGS is likely to exceed 100 students.

Fall Semester Enrollment History

	Fa09	Fa10	Fa11	Fa12	Fa13	Fa14	Fa15 (projected)
Enrl	6	15	30	36	61	86	100-110
% Change		+150%	+100%	+17%	+69%	+41%	+16-28%

ORGS majors tend to be split fairly evenly between the Moscow and Coeur d'Alene campuses. Our original enrollment goals in 2007-8 were to have about 50-75 students in each location (100-150 total), and we should meet that mark soon. There is capacity in classes to add an additional 50-75 distance students (creating a new total of 150-225).

Growth in new programs is often dramatic, and we expect that the striking percentages above will not be sustained. The growth number we use in our estimates, below, is 15%.

9. **Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

3-year estimate *(To be conservative, we will use a growth rate of 15%, which is lower than our lowest growth rate over the last 6 years, i.e., 16%. Our projections include 15% growth for the current place-based program as well 15% for the proposed distance program.)*

Base enrollment, Yr 1: 100; 15 new on-campus students = 115; + ***15 new distance students*** *= 130*
Base enrollment, Yr 2: 130; 20 new on-campus students = 150; + ***20 new distance students*** *= 170*
Base enrollment, Yr 3: 170; 25 new on-campus students = 195; + ***<u>25</u> new distance students*** *= 220*
60 total distance by Yr 3

Our brief experience with graduation rates for ORGS indicates that those rates are similar to the university's overall undergraduate 6-year completion rate of 65% (UI office of Institutional Research & Assessment). Using that as a multiplier, <u>new</u> <u>distance</u> graduates per year should be:

Yr 1: 0
Yr 2: 10 (.65 X 15)
Yr 3: 23 (.65 X (15 + 20))
Yr 4: 40 (.65 X (15 + 20 + 25))

Graduation rates tend to be somewhat lower for distance programs. Often, the lower rates are a function of course availability and timing, and we address that in the next section.

Completion. *Because all key courses are expected to be available every semester (and several in summer) students can move through the program as quickly as their personal resources (time, funding, energy) permit.*

Full/Part-time. *We expect that about 25% of new students will be part-timers because of work or family obligations. This reflects our experience in the program with current enrollments.*

Completion rates are difficult to estimate for distance full-timers as well as part-timers. We can say that a major hurdle for completion, i.e., course timing and course availability, will not be a problem for this degree. Also, our nontraditional students, who resemble distance students have been completing the degree at about the same rate as traditional students, although it takes some of them up to a summer or full semester longer.

Timely completion and graduation are affected profoundly by advising, and the College of Letters, Arts, & Social Sciences is committed to providing readily available advising access and good customer service.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	**Relevant Enrollment Data**			**Number of Graduates**			**Graduate Rate**
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU							
CSI							
CWI							
EITC							
ISU							
LCSC							
NIC							
UI							

10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

This program is not expected to reduce enrollments elsewhere in the university. It has potential to increase enrollments.

11. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential. This question is not applicable to requests for discontinuance.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance*.

	Year 1	Year 2	Year 3	Total
Region	Rpl 128 Grw 120	Rpl 128 Grw 120	Rpl 128 Grw 120	Rpl 384 Grw 360
State	Rpl 903 Grw 1064	Rpl 903 Grw 1064	Rpl 903 Grw 1064	Rpl 2709 Grw 3192
Nation	Grw 43,700	Grw 43,700	Grw 43,700	Grw 131,100

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

.
ORGS is not an easy major to associate with a particular job classification. However, our experience with our first groups of majors indicates that they are either employed, or finding employment, in supervisory positions in nonprofit businesses, local service agencies, small for-profit businesses, and local government. The closest groupings we could find in the Idaho Department of Labor (IDOL) listings were General Operations Managers, Administrative Service Managers, Social/Community Service Managers, Managers (other), HR Specialist, Community Social Services, Healthcare Support, Supervisors of Personal Care and Service Workers, Supervisors of Personal Services.

The IDOL site provides annual growth and replacement projections over 2-year and a 10-year windows. There is nothing in that data to suggest that there will anything other than stable growth and replacement in the categories we've chosen. Thus, we simply used the annual growth for each year. The comparison Region is N. Idaho. Regional data is provided because the table calls for it, but we imagine ORGS distance delivered as a statewide program

US Bureau of Labor Statistics (BLS) were used to represent the national picture. IDOL and BLS differ on some classifications. For example, the BLS does not have categories for Community and Social Service Occupations, Healthcare Support, or Personal Care Supervisors. The federal data is thus conservative, for our purposes, in representing only the other seven categories. The BLS does not provide replacement numbers, but the IDOL statistics show that replacement figures in these categories are similar to growth figures.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

We expect that the degree will contribute to a better-trained workforce. Recent data from the Idaho Nonprofit Center (the statewide professional association) indicates that the nonprofit sector is the fastest growing sector of our economy. Statewide data also shows stable employment opportunities in local and state public sector jobs, and an increase in for-profit and nonprofit start-ups. We believe the degree might be particularly useful for non-business majors who have great ideas, drawn from their scientific/artistic interests or from their professional training, who want to start a business themselves, or join a start-up. We have much anecdotal evidence that the degree is assisting students already in the workforce with *advancement.*

Not captured by IDOL and BLS statistics is Entrepreneurship. Our experience is that a goal of a number of ORGS students is to start their own nonprofit or for-profit business.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

Not applicable.

12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

Current delivery is a mix of distance delivered, traditional lecture, and distance delivered/lecture hybrids. To better serve our students, courses sufficient to allow students to finish the major as efficiently as they wanted were made available via distance delivery. Not every choice is available via distance delivery. Moscow students have a few more options to choose from because of the traditional lecture courses on the Moscow schedule. However, more than enough choices are available via distance delivery to allow timely completion of the degree. Some of our nontraditional students are not able to attend lecture classes, yet have finished the degree at the rate they had hoped for.

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

SBOE Goals that are relevant to this proposal include:

1. *A well-educated workforce – The primary purpose of this degree program is add to the skill sets of students in a way that improves their ability to support themselves in the workplace.*
2. *Critical thinking and innovation – The program focuses on courses that are methodologically rich, and that have elements of empiricism and assessment.*
3. *Effective and Efficient delivery – The courses are well-crafted, and are available for students via distance delivery. They are already offered within this and other majors, and have established successful track records.*

14. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Teaching & Learning (e.g., innovative and integrative coursework)	*Courses in ORGS are creative, draw from multiple disciplines, and are practical.*
Outreach and Engagement (engaging with communities)	*An important underlying assumption is that the degree improves employment chances, and opportunities for advancement.*
Community and Culture (openness and respect)	*The basics of representing the state's population and providing opportunity are explicit in our workplace and personnel courses.*

UI is a Land Grant university, and thus values practicality. This major is, if anything, practical.

15. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes ____ No _x___

If not on your institution's Five-Year plan, provide a justification for adding the program.

We were spurred to action only recently by the obvious success and utility of the program, and the realization that students were already completing the degree via distance delivery. The key sample is, clearly, non-traditional students matriculating at the University of Idaho Coeur d'Alene campus. University of Idaho Moscow students are traditional, and we are delighted to serve them. However, the students, who are nontraditional, better represent the distance students we can attract and serve. Our success with students from Plummer-Worley to Canada has, essentially, provided us with proof of concept.

16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Our most likely recruiting targets for the distance delivered piece of ORGS will be
-students in the workforce, or returning to the workforce, who are place-bound because of employment or family circumstances.
-students in the workforce who have an associate's degree or a professional-technical credential, who are seeking supervisory positions within their own organization (whether nonprofit, public, or for-profit).

Our experiences suggest that demand is already in place. We plan to take advantage of the Moscow campus and the UI regional Centers. The UI Centers, in particular, have strong ties to industries and professional groups. They also serve to support new business incubation. Awareness is the fundamental issue. Practical training often sells itself—the key is to make sure that potential students are aware of the program.

17. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

The spreadsheet is attached but, in summary, we see only modest additional costs specific to this program. An important consideration will be to add to our advising capacity. This proposal includes a half-time advisor. Another half-time advisor position is being proposed for our Psychology program, and we anticipate creating a full-time position out of these two halves. Growth will add administrative burden on the college, so portions of the salaries of the Director and Co-Director are budgeted.

Although, as noted previously, we also expect an increase in on-campus students, the budget reflects only the distance student increases.

Our experience is that most ORGS students seek, and can handle, full-time enrollment. Our spreadsheet entries reflect that experience. However, to account for potential part-time enrollments, we have assumed *that, perhaps, .25 of our students may be part-timers. To account for those students in the budget, we adjust the FTE by multiplying the headcount by .75. Using the adjusted FTE figure should reasonably account for both full- and part-time students.*

a. Personnel Costs

Faculty and Staff Expenditures

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Advising Specialist	$40,000	Yr. 1 - .50 Yr. 2 - .50 Yr. 3 - .50	Not applic. for this position	Not applic. for this position
Annette Folwell, Associate Professor; Co-Director	$62,462	.25	720	60

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Richard Reardon, Associate Dean; Director	$113,152	.05	$5,657.60

The College of Letters, Arts, & Social Sciences has administrative support in place for distance programs, including clerical and support staff in Moscow and at the UI Centers in N. Idaho, Boise, Twin Falls, and Idaho Falls. The shared advising position and small offset of Director and Co-Director salaries are the new personnel costs. The Co-Director will teach courses as well as administer the program. For purposes of this proposal, we have included all of the budgeting issues for those efforts under "Faculty".

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

With the program foundation already in place, routine costs for courses are already borne by the college and home departments. Currently, there is enrollment capacity in many of the courses. Any additional *load on courses should be covered by web fees generated by the courses. Additional clerical expenses should be expected, as well as travel (to our Centers and from our Centers to more distant locations) and program promotion (marketing).*

c. Capital Outlay

(1) Library resources

(a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.
(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
(c) For off-campus programs, clearly indicate how the library resources are to be provided.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

Our experience indicates that library services are currently sufficient to support our programs. The UI Library does a very good job of making materials and expertise available to distance students. However, new students will inevitably put pressure on those services. That is accounted for in the budget.

Start-up equipment (computer and misc. office supplies) for the advisor position is budgeted. Other than that, ORGS has no equipment needs and puts no equipment demands on students. Students will have to have high speed internet access, but that is fairly standard these days. If a student has no equipment or fast connection at home, and is close to a UI Center, that Center can provide those services. Additionally, most community libraries provide high speed access.

d. Revenue Sources

(1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

The program will draw no funds from other programs and initiatives.

Students will be charged the regular distance tuition and fees as approved by the SBOE annually. In addition, students will pay the regular $35.00 per credit online course fee.

(2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Not applicable.

(3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable.

(4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable.

(5) Provide estimated fees for any proposed professional or self-support program.

Not applicable.

Appendix A

Organizational Sciences (B.A./B.S.)

ORGANIZATIONAL SCIENCES (B.A. OR B.S.)

Required course work includes the university requirements (see **regulation J-3**), the general requirements for either the B.A. or B.S. degree, and:

OrgS 220 Budgeting for Small Organizations (1 cr)

OrgS 221 Workplace Motivation (1 cr)

OrgS 222 Workplace Soft Skills (1 cr)

OrgS 410 Capstone Project in Organizational Sciences (1-6 cr)

OrgS 444 Methods and Analysis in Organizational Science (4 cr)

Complete one of the following courses (1-3 cr):

OrgS 110 Governance in Small Organizations (3 cr)

OrgS 210 Introduction to Organizational Sciences (1 cr)

Complete three of the following courses (9 cr):

Anth 100 Introduction to Anthropology (3 cr)

Bus 101 Introduction to Business Enterprises (3 cr)

Comm 111 Introduction to Communication Studies (3 cr)

JAMM 100 Media and Society (3 cr)

OrgS 155 Financial Literacy (3 cr)

PolS 101 Introduction to Political Science and American Government (3 cr)

Psyc 101 Introduction to Psychology (3 cr)

Soc 101 Introduction to Sociology (3 cr)

Choose a specialization from one of the following areas:

Organizational Communication

Select 6 courses from Comm and 2 from other disciplines for this specialization. Student may not pursue both this specialization and a minor in Communication Studies (24 cr):

Comm 233 Interpersonal Communication (3 cr)

Comm 235 Organizational Communication (3 cr)

Comm 335 Intercultural Communication (3 cr)

Comm 347 Persuasion (3 cr)

Comm 400 Seminar (3 cr)

Comm 410 Conflict Management (3 cr)

Comm 431	Applied Business and Professional Communication (3 cr)
Comm 432	Gender and Communication (3 cr)
Comm 433	Organizational Communication Theory, Research, and Application (3 cr)
Comm 456 or **JAMM 456**	Nonprofit Fundraising (3 cr)
Engl 207	Persuasive Writing (3 cr)
JAMM 265	Principles of Advertising (3 cr)
JAMM 440	Critical Issues in Mass Media (3 cr)
JAMM 444	Mass Media and Public Opinion (3 cr)
OrgS 305	Nonprofit Organizations (3 cr)
OrgS 317	Explore Mentoring & Leadership (3 cr)
OrgS 400	Seminar (1-3 cr)
OrgS 407	Advanced Nonprofit Organizations (3 cr)
OrgS 415	Planning Professional Conferences and Events (3 cr)
Psyc 320	Introduction to Social Psychology (3 cr)
Psyc 345	Group Dynamics (3 cr)
Psyc 441	Human Relations in the Workplace (3 cr)

Organizations and Communities

Select 7 courses from the following (21 cr):

Bus 311	Introduction to Management (3 cr)
Bus 414	Entrepreneurship (3 cr)
Comm 235	Organizational Communication (3 cr)
Comm 335	Intercultural Communication (3 cr)
Comm 347	Persuasion (3 cr)
Comm 410	Conflict Management (3 cr)
Comm 431	Applied Business and Professional Communication (3 cr)
Comm 433	Organizational Communication Theory, Research, and Application (3 cr)
Comm 456 or **JAMM 456**	Nonprofit Fundraising (3 cr)
JAMM 252	Introduction to Public Relations (3 cr)
OrgS 305	Nonprofit Organizations (3 cr)
OrgS 400	Seminar (1-3 cr)
OrgS 404	Special Topics (3 cr)*
OrgS 407	Advanced Nonprofit Organizations (3 cr)

OrgS 415 Planning Professional Conferences and Events (3 cr)

OrgS 416 Planning Professional Conferences and Events Laboratory (1 cr)

OrgS 435 or **Psyc 435** Personnel (3 cr)

OrgS 450 or **Psyc 450** Training and Performance Support (3 cr)

PolS 451 Public Administration (3 cr)

Psyc 320 Introduction to Social Psychology (3 cr)

Psyc 345 Group Dynamics (3 cr)

Psyc 441 Human Relations in the Workplace (3 cr)

Soc 301 or **Anth 301** Introduction to Diversity and Stratification (3 cr)

*Note: a maximum of 3 credits of OrgS 404 may be used towards the completion of this major.

A second major, an academic minor, an academic certificate, or a CLASS approved emphasis*

Courses to total 120 credits for this degree

*Note: If a second major or an academic minor is used to satisfy this requirement, the area of emphasis or academic minor required for the CLASS general B.S. requirements is also considered satisfied.

PROGRAM RESOURCE REQUIREMENTS

Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT								
	FY	2017	FY	2018	FY	2019	Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	11.25	15	15	20	18.75	25	45	60
B. Shifting enrollments	0	0	0	0	0	0	0	0

II. REVENUE

	FY 2017 On-going	FY 2017 One-time	FY 2018 On-going	FY 2018 One-time	FY 2019 On-going	FY 2019 One-time	Cumulative Total On-going	Cumulative Total One-time
1. Appropriated (Reallocation)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. Appropriated (New)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Federal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. Tuition	$71,662.50	$0.00	$95,550.00	$0.00	$119,437.50	$0.00	$286,650.00	$0.00
5. Student Fees	$7,312.50	$0.00	$9,750.00	$0.00	$12,187.50	$0.00	$29,250.00	$0.00
6. Other (Outreach fee)	$9,450.00	$0.00	$12,600.00	$0.00	$15,750.00	$0.00	$37,800.00	$0.00
Total Revenue	$88,425.00	$0.00	$117,900.00	$0.00	$147,375.00	$0.00	$353,700.00	$0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 2017 On-going	FY 2017 One-time	FY 2018 On-going	FY 2018 One-time	FY 2019 On-going	FY 2019 One-time	Cumulative Total On-going	Cumulative Total One-time
A. Personnel Costs								
1. FTE	0.8	0.00	0.8	0.00	0.8	0.00	0.50	0.00
2. Faculty	$15,615.00	$0.00	$15,615.00	$0.00	$15,615.00	$0.00	$46,845.00	$0.00
3. Administrators	$5,658.00	$0.00	$5,658.00	$0.00	$5,658.00	$0.00	$16,974.00	$0.00
4. Adjunct Faculty	0	$0.00	0	$0.00	0	$0.00	$0.00	$0.00
5. Instructional Assistants	0	$0.00	0	$0.00	0	$0.00	$0.00	$0.00
6. Research Personnel	0	$0.00	0	$0.00	0	$0.00	$0.00	$0.00
7. Support Personnel	$20,000.00	$0.00	$20,000.00	$0.00	$20,000.00	$0.00	$60,000.00	$0.00
8. Fringe Benefits	$14,562.00	$0.00	$14,562.00	$0.00	$14,562.00	$0.00	$43,686.00	$0.00
9. Other:	0	$0.00	0	$0.00	0	$0.00	$0.00	$0.00
Total FTE Personnel and Costs	$55,835.00	$0.00	$55,835.00	$0.00	$55,835.00	$0.00	$167,505.00	$0.00

	FY	2017	FY	2018	FY	2019	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$1,000.00	$0.00	$1,000.00	$0.00	$1,000.00	$0.00	$3,000.00	$0.00
2. Professional Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Other Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. Communications	$750.00	$0.00	$750.00	$0.00	$750.00	$0.00	$2,250.00	$0.00
5. Utilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Materials and Supplies	$1,000.00	$0.00	$1,000.00	$0.00	$1,000.00	$0.00	$3,000.00	$0.00
7. Rentals	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Repairs & Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
9. Materials & Goods for Manufacture & Resale	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
10. Miscellaneous	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Operating Expenditures	$2,750.00	$0.00	$2,750.00	$0.00	$2,750.00	$0.00	$8,250.00	$0.00

	FY	2017	FY	2018	FY	2019	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$2,000.00	$0.00	$2,000.00	$0.00	$2,000.00	$0.00	$6,000.00	$0.00
2. Equipment	$0.00	$1,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,000.00
Total Capital Outlay	$2,000.00	$1,000.00	$2,000.00	$0.00	$2,000.00	$0.00	$6,000.00	$1,000.00
D. Capital Facilities Construction or Major Renovation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
E. Indirect Costs (overhead)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
TOTAL EXPENDITURES:	$60,585.00	$1,000.00	$60,585.00	$0.00	$60,585.00	$0.00	$181,755.00	$1,000.00
Net Income (Deficit)	$27,840.00	-$1,000.00	$57,315.00	$0.00	$86,790.00	$0.00	$171,945.00	-$1,000.00

Institutional Tracking No. FS-16-023

UCC-16-022e

Idaho State Board of Education

Proposal for **Baccalaureate** Degree Program

Date of Proposal Submission:	
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Letters, Arts, and Social Sciences
Name of Department(s) or Area(s):	Department of Psychology and Communication Studies

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Psychology			
Degree:	BS / BA			
Method of Delivery:	Distance Delivery			
CIP code (consult IR /Registrar)	42.0101			
Proposed Starting Date:	Fall 2016			
Indicate if the program is:	x	Regional Responsibility		Statewide Responsibility

Indicate whether this request is either of the following:

- [ ] New Program/major
- [ ] Expansion of an Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Discontinuance of an Existing Program
- [ ] Contract Program/Collaborative
- [x] Other : Adding delivery modality.
- [ ] Consolidation of an Existing Program

College Dean (Institution)	Date	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**		State Administrator, SDPTE **(as applicable)**	Date
Chief Fiscal Officer (Institution)	Date	Academic Affairs Program Manager	Date
Chief Academic Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/OSBE Approval	Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. <u>All questions must be answered</u>.

1. **Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

   The Department of Psychology and Communication Studies currently offers a bachelor's degree in psychology. Many of our course offerings are available via distance delivery to meet the needs of students outside of Moscow. Our proposal is to expand the existing program to allow students at a distance to complete all the requirements to earn a bachelor's degree in psychology.

2. **List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

   The primary objective is to allow students to complete a bachelor's degree in psychology from anywhere within the state of Idaho. Our proposal is consistent with the State Board of Education's Complete College Idaho Plan, which focuses on increasing the percentage of Idahoans ages 25-34 with a degree. Many of these Idahoans are working adults who need the flexibility that a distance delivered program offers.

   The Department of Psychology and Communication Studies has identified six expected student learning outcomes.

   1. Students should understand the broad underpinnings of thought and action, including a grasp of sensation, perception, and the functioning of the nervous system.

   2. Students should understand the fundamentals of development, the roles of personality and situations in affecting cognition and behavior. In addition, they should know the important issues surrounding psychopathology, addiction, and therapeutic intervention.

   3. Students should be able to move, intellectually and ethically, between theory/research and application of psychology to organizations/business, technology, health, forensics, interpersonal/group relations, and more.

   4. Students should understand the common biological and social heritage they share with their fellow humans, and the individual differences (in age, culture, gender, abilities, ethnicity, etc.) that make each of us unique, interesting, and valuable. They should acknowledge human flaws and limitations, but also celebrate human capabilities and potential.

   5. Students should be capable of evaluative thinking, and understand that conclusions should be supported with evidence. They should have the ability to be critical consumers of popular accounts related to psychological phenomena, to be skeptical of overly broad and unsupported claims about behavior and cognition.

   6. Students should have an undergraduate mastery of descriptive and inferential statistics. They should be able to conduct research (at the level of the tools we have provided). They should be able to defend an intellectual position, and to integrate information from the diverse areas of the field into coherent arguments.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

   The department's bachelor's degree in psychology is assessed annually. Focus groups, standardized tests, and surveys of graduating seniors are utilized to determine how well the program is doing in relation to our learning outcomes for students. In addition, we conduct a survey of alumni (5 years after graduation) to track employment and educational outcomes.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

   The curriculum for the distance delivered bachelor's degree in psychology will be the same curriculum for our on-campus bachelor's degree in psychology. At this time, there are no proposed changes in the curriculum. Future changes may occur to the curriculum based on our assessment results.

5. **Please provide the program completion requirements, to include the following and attach a typical four-year curriculum to this proposal as Appendix A.** *For discontinuation requests, will courses continue to be taught?*

Credit hours required	41
Credit hours in institutional general education or core curriculum:	36
Credit hours in required electives:	43
Total credit hours required for degree program:	120

6. **Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.** *This question is not applicable to requests for discontinuance.*

   As part of the general education curriculum, students must complete a capstone course in their senior year. Most students majoring in psychology will complete this capstone course by completing Psychology 415: History and Systems of Psychology. This course serves as culmination of their degree and will help integrate the various courses and concepts learned in the major.

7. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication.

There are no other public universities or colleges in Idaho that offer a distance delivered bachelor's degree in psychology. There are some for-profit universities (e.g., University of Phoenix) and some universities in neighboring states (e.g., Oregon State University, Washington State University) that offer a distance delivered bachelor's degree in psychology.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	BS		
CSI	AA		
CWI	AA		
EITC	n/a		
ISU	BS/BA, MS, PhD		Experimental Psychology & Clinical Psychology (MS & PhD)
LCSC	BS/BA		
NIC	AA		
UI	BS/BA, MS, PhD		Experimental Psychology (MS & PhD)

A comparison of our proposed program to programs in neighboring states indicates that the cost of our degree to students is typically lower than our regional competitors. We anticipate the greatest demand for our program (and other distance programs) will come from working adults, so the analysis below assumes that students would attend as part-time students and pay a per credit fee.

Institution	Per credit fee	Credits Required
University of Idaho	$386*	120
Washington State University	$570	120
Oregon State University	$271	180
University of Phoenix	$410 for lower-div; $585 for upper-div	120

*includes the $35 outreach fee

8. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B.** *This question is not applicable to requests for discontinuance.*

Our current major count is approximately 500 students. We anticipate that the enrollment growth among full-time students will be modest in the first year (2%) and increase slightly in the next two years as word of the program spreads. We expect enrollment growth to be greater for part-time students, as the flexibility of the distance delivered program will be most appealing to working adults who do not have the time to enroll full-time.

Full-Time Student Projections

	Year 1		Year 2		Year 3	
Current Major	% increase	*Total	% increase	*Total	% increase	*Total
500	2	510	3	525	3	540

*Estimates were rounded down

Part-Time Student Projections

	Year 1		Year 2		Year 3	
Current Major	% increase	*Total	% increase	*Total	% increase	*Total
500	4	520	6	551	6	584

*Estimates were rounded down

Thus, we are projecting an increase of 10 full-time and 20 part-time students in the first year, followed by an increase of 15 full-time and 31 part-time students in the second year, and an increase of 15 full-time and 33 part-time students in the third year.

9. **Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

None of the institutions calculate graduation rate by major, so this column was left blank.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU	758	705	554	142	111	129	
ISU	260	234	238	55	53	56	
LCSC	107	120	118	21	25	14	
UI	524	546	588	156	150	186	
CSI							
CWI							
EITC							
NIC							

10. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

No. The program is targeted at students that are currently unable to take classes at a local college or university.

11. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance*.

Alumni surveys indicate that most psychology graduates who do not go on to graduate school enter the following seven occupations:

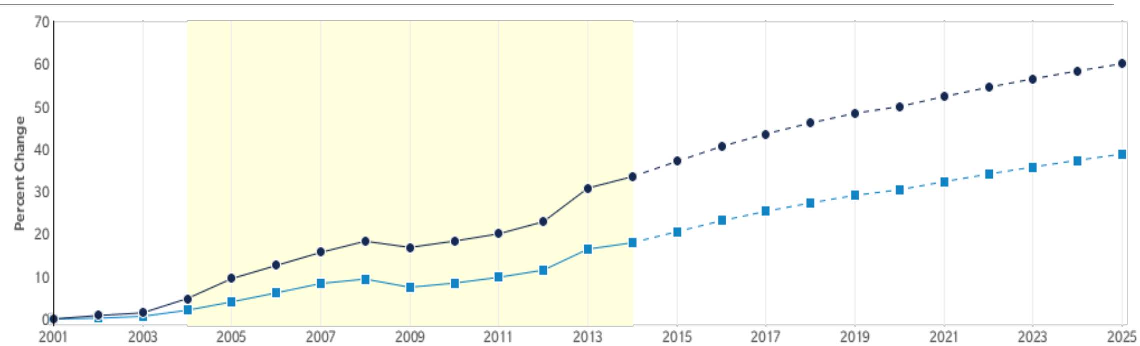
SOC	Description
11-3121	Human Resources Managers
11-9033	Education Administrators, Postsecondary
11-9151	Social and Community Service Managers
13-1071	Human Resources Specialists
21-1011	Substance Abuse and Behavioral Disorder Counselors
21-1023	Mental Health and Substance Abuse Social Workers
21-1093	Social and Human Service Assistants

According to Bureau of Labor Statistics and individual State Labor data, the rate of job growth in the targeted region (Idaho and the six contiguous states surrounding Idaho) for these occupations has exceeded national averages.

Occupation Summary for Psych undergrad occupations

98,681	27.4%	$24.40/hr
Jobs (2015)	**% Change (2004-2014)**	**Median Hourly Earnings**
9% above National average	Nation: 15.6%	Nation: $26.31/hr

Regional Trends



	Region	2004 Jobs	2014 Jobs	Change	% Change
●	Region	75,453	96,109	20,656	27.4%
●	Nation	1,209,688	1,398,090	188,402	15.6%

PROJECTED NEW AND REPLACEMENT POSITIONS

	2016	2017	2018	3 year total
Local	NA for a distance program	NA for a distance program	NA for a distance program	NA for a distance program
State	183	158	142	483
Selected Region (see above)	2,531	2,125	1,849	6,505
Nation	30,059	26,258	23,327	79,644

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

A third party data base (EMSI Analyst) which includes data from US Bureau of Labor Statistics and individual State Departments of Labor was utilized to populate these tables.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

A distance delivered bachelor's degree in psychology will provide opportunities for Idahoans to earn their degree from anywhere in the state. A highly-educated workforce is a key factor in economic development as it tends to result in higher wages (with corresponding increases in tax revenue and consumer spending) and attracts new businesses.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The program is intended to provide increased access to higher education for Idahoans. A bachelor's degree should help people get high-paying jobs, but it also provides opportunities for personal growth and a well-educated citizenry.

12. **Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe**. *This question is not applicable to requests for discontinuance.*

Yes, the program will be offered entirely distance delivered. The University of Idaho uses the Blackboard (Bb Learn) course management system for distance delivered courses. It is accessible to students with an internet connection.

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's mission, core themes, and primary emphasis areas. *This question is not applicable to requests for discontinuance.*

Our proposal is consistent with the three goals of the State Board of Education's strategic plan.

Goal 1. A well-educated citizenry

A distance delivered bachelor's degree in psychology would help meet the needs of Idahoans who cannot leave their jobs and families to attend a traditional, residential university. The addition of a distance delivered degree, at a price far cheaper than for-profit universities, provides opportunities for Idahoans to continue their education without disrupting their lives.

Goal 2. Innovation and economic development

Our distance delivered bachelor's degree in psychology would offer students an educational experience that prepares them for the workforce. The degree provides a broad training in the liberal arts with a focus on an understanding of human behavior. The broad training allows students to pursue a variety of careers in human services, management, healthcare, and education. The Bureau of Labor Statistics has documented the increased earnings and lower unemployment associated with increased educational attainment. In 2014, a worker with a bachelor's degree had median weekly earnings of $1,101 compared to earnings of $668 for a worker with a high school diploma. In addition, the unemployment rate in 2014 for workers with a bachelor's degree was 3.5% compared to 6.0% for workers with a high school diploma (see http://www.bls.gov/emp/ep_chart_001.htm).

Goal 3. Effective and efficient educational system

The distance delivered bachelor's degree in psychology allows for educational opportunities to be provided efficiently to students in all of Idaho. It does not require costly investments in new classroom buildings and dormitories. Our program also has articulation agreements with many 2-year schools to help students move from an associate's degree to a bachelor's degree.

14. **Describe how this request fits with the institution's vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

The University of Idaho's strategic plan emphasizes the following goals: (1) "Enable student success in a rapidly changing world", (2) "Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow", and (3) "Meet society's critical needs by engaging in mutually beneficial partnerships."

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Enable student success in a rapidly changing world.	Students would receive broad training in the liberal arts with an emphasis on understanding and predicting human behavior. Students would be able to enter the workforce directly or continue on for further study.
Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.	Our faculty and students are active researchers seeking to describe, explain, and predict human behavior and mental processes.
Meet society's critical needs by engaging in mutually beneficial partnerships.	Our faculty and students have been actively engaged in serving the community and establishing relationships with private and public organizations. Students are active in internships that serve their local communities and provide valuable job skills.

15. **Is the proposed program in your institution's 5-year plan? Indicate below.** *This question is not applicable to requests for discontinuance.*

Yes ____ No _x___

If not on your institution's 5-year plan, provide a justification for adding the program.

This is not a request for a new program. This is adding a modality for delivery.

16. **Explain how students are going to learn about this new program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).** *For requests to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Idahoans will be the target audience. We currently have 2 + 2 agreements with a number of community colleges. Additional marketing materials will be created to publicize the program throughout the state.

17. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Board office indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. Personnel Costs

Faculty and Staff Expenditures

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Year 1

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
New clinical assistant professor	$62,500	1.0	220	9
New clinical assistant professor	$62,500	1.0	220	9

Year 2

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Clinical assistant professor	$62,500	1.0	336	13
Clinical assistant professor	$62,500	1.0	336	13

Year 3

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Clinical assistant professor	$62,500	1.0	398	16
New clinical assistant professor	$62,500	1.0	398	16

We anticipate needing additional instructional assistants to help with the additional students. Additional funding of $45,000 per year is requested to support graduate student teaching assistants.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Advisor	$40,000	0.50	

A half-time advisor for distance students is necessary to help meet advising and recruiting needs. The position is proposed as half-time, but could be increased to full-time to meet the needs of other distance delivered programs or in response to growth in our distance enrollments.

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

We are requesting an increase of $2,000 per year to our operating budget to cover increased costs due to marketing of the distance program (e.g., promotional materials, mailing) and travel (e.g., recruitment and advising for distance students).

c. Capital Outlay

(1) Library resources

(a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

The Psychology Library is located, along with all the other professional program libraries (with the exception of Law) in the centralized University of Idaho Campus Library (UI Library). University of Idaho librarians endeavor to build collections that directly correspond to the academic programs offered at this university. The University of Idaho librarian for the Department of Psychology and Communication Studies collects works in specific areas, including but not necessarily limited to the following: developmental processes, social psychology, learning and memory, personality, clinical psychology, biological processes, sensation/perception, human factors, industrial/organizational psychology, aging, and the psychology of emotion.

The UI psychology department takes pride in preparing students for careers as practitioners. Therefore, many of the psychology books and periodicals at the library are oriented toward professional education.

The UI Library routinely purchases audiovisual materials for the collection. Although audiovisual materials comprise a small percentage of the larger collection, a recent search of the media collection revealed more than 100 DVDs related to psychology. These DVDs may be requested for use through the UI Library.

The University of Idaho Library personnel include 20 full-time staff members providing support for borrowing, interlibrary loan, electronic access and all other library services. In addition there are 17 faculty librarians who at a minimum hold an American Library Association accredited degree in Library Science as well as an advanced degree in another discipline. These faculty librarians interact with students and faculty in research, teaching, publishing, open access and many other areas as well as overseeing collection development. The Department of Psychology and Communication Studies has a dedicated liaison librarian who provides specialized research support and instruction both in person and virtually.

To cover the increase in enrollment, an additional $2,000 per year is budgeted to meet the needs of our distance students.

(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

This program will be supported by existing personnel, space, and equipment so no additional costs are anticipated in those areas. Because the curriculum of this program parallels the traditional program there are no significant additional costs anticipated for monographs, journals and other materials. More focus will be placed on purchasing electronic versions of monographs. Our current journal subscriptions are already predominantly online. Other materials, including media, will continue to be mailed to distance patrons as is the current policy. The current budgets for psychology materials are $4,500 for monographs, $48,260 for journals, and $35,505 for databases.

The additional $2,000 per year should be sufficient to support the increased enrollment.

(c) For off-campus programs, clearly indicate how the library resources are to be provided.

The primary discovery and delivery tool for the University of Idaho Library is our online catalog, created by leading library vendor Sirsi-Dynix. Directly from the catalog, distance students may request that print resources be mailed to them. They can also view available electronic resources such as ebooks and journal articles immediately and request that items we don't own be obtained by interlibrary loan. Assistance with research, or simply the logistics of actually obtaining a resource, is available by phone, email, instant messaging and text messaging. UI Library resources can also be embedded in BBLearn, the course management software utilized at the University of Idaho.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

No additional equipment is needed.

d. Revenue Sources

(1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Funding for the program will come from tuition revenue from new enrollments.

Students will be charged the regular distance tuition and fees as approved by the SBOE annually. In addition, students will pay the regular $35.00 per credit online course fee.

(2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Not applicable. Funding for the program is not dependent on other sources of funding.

(3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

A legislative budget request is not expected. The program will be funded from tuition revenue.

(4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

The proposed program is not dependent on grant funding or special fees for support.

(5) Provide estimated fees for any proposed professional or self-support program.

Not applicable. The proposal is not for a professional or self-support program so no additional program fees are proposed.

Appendix A – Proposed Curriculum

PSYCHOLOGY (B.A. OR B.S.)

Note: Psyc 101 and Psyc 218 must be completed with a grade of C or better and a minimum cumulative GPA of 2.50 must be attained for students seeking upper-division standing in the department. In order to graduate with a degree in psychology, a 2.50 GPA must be attained.

Required course work includes the university requirements (see regulation J-3), the general requirements for either the B.A. or B.S. degree, and:

Psyc 101 Introduction to Psychology (3 cr)

Psyc 201 Survey of Contemporary Psychology (1 cr)

Psyc 218 Introduction to Research in the Behavioral Sciences (4 cr)

Stat 251 Statistical Methods (3 cr)

A grade of C or above in at least three courses from each of the following groups (18 cr):

Personal/Social Bases of Behavior

Psyc 305 Developmental Psychology (3 cr)

Psyc 310 Psychology of Personality (3 cr)

Psyc 311 Abnormal Psychology (3 cr)

Psyc 320 Introduction to Social Psychology (3 cr)

Biological/Experimental Bases of Behavior

Psyc 325 Cognitive Psychology (3 cr)

Psyc 372 Physiological Psychology (3 cr)

Psyc 390 Psychology of Learning (3 cr)

Psyc 430 Tests and Measurements (3 cr)

Psyc 444 Sensation and Perception (3 cr)

Psyc 456 Psychology of Emotion (3 cr)

At least 12 additional upper-division psychology credits. Up to 6 of these credits may be earned by taking Comm 347, Comm 410, Comm 432, or Comm 433. Only 3 of these credits may come from Psyc 400, Psyc 494, Psyc 497, Psyc 498, and/or Psyc 499. A grade of C or better must be earned in each course taken to complete this category.

Courses to total 120 credits for this degree

Sample 4-Year Curriculum for BS in psychology – 120 credits

Semester 1		**Credits**	**Semester 2**		**Credits**
PSYC 101	Intro to Psychology	3	ENGL 102	College Writing	3
ISEM 101	Integrated Seminar	3	STAT 251	Statistical Methods	3
ENGL 101	Intro to College Writing	3	PSYC 201	Survey of Contemporary Psychology	1
MATH 108	Intermediate Algebra	3	COMM 101	Public Speaking	2
Gen Ed	(International course)	3	Gen Ed	(American Diversity)	3
			Gen Ed	(Core Science)	3
	Total	15		Total	15

Semester 3		**Credits**	**Semester 4**		**Credits**
PSYC 218	Research Methods	4	PSYC 310	Personality Psychology	3
PSYC 305	Developmental Psychology	3	PSYC 311	Abnormal Psychology	3
Gen Ed	(Humanities)	3	ISEM 301	Great Issues	1
Gen Ed	(Science with lab)	4	Gen Ed	(Humanities)	3
			Addtl BS	(Science/Math)	3
			Gen Ed	(Social Science)	3
	Total	14		Total	16

Semester 5		**Credits**	**Semester 6**		**Credits**
PSYC 325	Cognitive Psychology	3	PSYC 390	Psychology of Learning	3
PSYC 372	Physiological Psychology	3	PSYC 3--	Upper-div psyc elective	3
Addtl BS	(Humanities)	3	Addtl BS	(Social Science)	3
Addtl BS	(Science/Math)	3	Elective	Upper-div elective	3
Elective	Upper-division elective	3	Elective	Free elective	3
	Total	15		Total	15

Semester 7		**Credits**	**Semester 8**		**Credits**
PSYC 3--	Upper-div psyc elective	3	PSYC 415	History & Systems of Psychology (senior exp)	3
PSYC 3--	Upper-div psyc elective	3	Elective	Free elective	3
Elective	Free elective	3	Elective	Free elective	3
Elective	Free elective	3	Elective	Free elective	3
Elective	Free elective	3	Elective	Free elective	3
	Total	15		Total	15

Note: Gen Ed = General Education Requirement; Addtl BS = Additional Bachelor of Science requirements

PROGRAM RESOURCE REQUIREMENT

Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY	2017	FY	2018	FY	2019	Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	18	30	27	46	33	53	78	129
B. Shifting enrollments	0	0	0	0	0	0	0	0

II. REVENUE

	FY	2017	FY	2018	FY	2019	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)							$0.00	$0.00
2. Appropriated (New)							$0.00	$0.00
3. Federal							$0.00	$0.00
4. Tuition	$140,140.00		$214,032.00		$253,526.00		$607,698.00	$0.00
5. Student Fees	$14,300.00		$21,840.00		$25,870.00		$62,010.00	$0.00
6. Other (Specify): Outreach Fees	$16,800.00		$25,620.00		$30,660.00		$73,080.00	$0.00
Total Revenue	$171,240.00	$0.00	$261,492.00	$0.00	$310,056.00	$0.00	$742,788.00	$0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY	2017	FY	2018	FY	2019	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	2.0		2.0		2.0		2.00	0.00
2. Faculty	$125,000.00		$125,000.00		$125,000.00		$375,000.00	$0.00
3. Administrators							$0.00	$0.00
4. Adjunct Faculty							$0.00	$0.00
5. Instructional Assistants	$45,000.00		$45,000.00		$45,000.00		$135,000.00	$0.00
6. Research Personnel	$0.00						$0.00	$0.00
7. Support Personnel	$20,000.00		$20,000.00		$20,000.00		$60,000.00	$0.00
8. Fringe Benefits	$48,465.000		$48,465.000		$48,465.000		$145,395.00	$0.00
9. Other:							$0.00	$0.00
Total FTE Personnel and Costs	$238,465.00	$0.00	$238,465.00	$0.00	$238,465.00	$0.00	$715,395.00	$0.00

	FY 2017 On-going	FY 2017 One-time	FY 2018 On-going	FY 2018 One-time	FY 2019 On-going	FY 2019 One-time	Cumulative Total On-going	Cumulative Total One-time
B. Operating Expenditures								
1. Travel	$1,000.00		$1,000.00		$1,000.00		$3,000.00	$0.00
2. Professional Services							$0.00	$0.00
3. Other Services							$0.00	$0.00
4. Communications							$0.00	$0.00
5. Utilities							$0.00	$0.00
6. Materials and Supplies	$1,000.00		$1,000.00		$1,000.00		$3,000.00	$0.00
7. Rentals							$0.00	$0.00
8. Repairs & Maintenance							$0.00	$0.00
9. Materials & Goods for Manufacture & Resale							$0.00	$0.00
10. Miscellaneous							$0.00	$0.00
Total Operating Expenditures	$2,000.00	$0.00	$2,000.00	$0.00	$2,000.00	$0.00	$6,000.00	$0.00

	FY 2017 On-going	FY 2017 One-time	FY 2018 On-going	FY 2018 One-time	FY 2019 On-going	FY 2019 One-time	Cumulative Total On-going	Cumulative Total One-time
C. Capital Outlay								
1. Library Resources	$2,000.00		$2,000.00		$2,000.00		$6,000.00	$0.00
2. Equipment							$0.00	$0.00
Total Capital Outlay	$2,000.00	$0.00	$2,000.00	$0.00	$2,000.00	$0.00	$6,000.00	$0.00
D. Capital Facilities Construction or Major Renovation								
E. Indirect Costs (overhead)								
TOTAL EXPENDITURES:	$242,465.00	$0.00	$242,465.00	$0.00	$242,465.00	$0.00	$727,395.00	$0.00
Net Income (Deficit)	-$71,225.00	$0.00	$19,027.00	$0.00	$67,591.00	$0.00	$15,393.00	$0.00

Institutional Tracking No. FS-16-024

UCC-16-022f

Idaho State Board of Education

Proposal for **Graduate and Doctoral** Degree Program

Date of Proposal Submission:	October 2015
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Letters, Arts, and Social Sciences
Name of Department(s) or Area(s):	Department of Political Science

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Online Master of Public Administration Program			
Degree:	Master of Public Administration			
Method of Delivery:	Distance Delivered			
CIP code (consult IR /Registrar)	44.0401			
Proposed Starting Date:	Fall 2016			
Indicate if the program is:	X	Regional Responsibility		Statewide Responsibility

Indicate whether this request is either of the following:

- [ ] New Graduate Program
- [ ] New Doctoral Program
- [ ] New Off-Campus Graduate Program
- [ ] New Off-Campus Doctoral Program
- [ ] Contract Program/Collaborative
- [X] Expansion of an Existing Graduate/Doctoral Program (new learning modality)
- [ ] Consolidation of an Existing Graduate/Doctoral Program
- [ ] Discontinuation of an existing Graduate/Doctoral Program

College Dean (Institution)	Date	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**		Academic Affairs Program Manager	Date
Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
Chief Academic Officer (Institution)	Date	SBOE/OSBE Approval	Date
President	Date		

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. <u>All questions must be answered.</u>

1. **Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

   The Department of Political Science currently offers the Master of Public Administration degree at the University of Idaho. The program trains practitioners for local governments and has a secondary focus on small, rural communities and economic development to better serve Idaho. We propose expanding the program through online delivery. Our intention is to reach more place-bound practitioners in Idaho's local governments.

2. **List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

   The objectives of the program are to provide training and continuing education for practitioners in Idaho's local governments. Dr. Brian Ellison has interviewed city supervisors throughout the state that have asked for more training and development for town employees. Students in the program will gain analytical and methodological skills that will contribute to effective decision making in local governments, gain broader and timely knowledge and skills in human resource management and government budgeting, gain expanded knowledge and appreciation for economic development programming in small governments, and gain expanded knowledge and appreciation for problems of rural communities.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

   The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) accredits Master of Public Administration programs. NASPAA provides model curriculums, assessment tools, a seven-year accreditation review process, and other academic and administrative resources for MPA programs. We intend to seek NASPAA accreditation for the online program.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

   POLS 504 (3 credit hours): Problems in Rural Governance. This course focuses on special problems that are unique to communities and towns in rural environments. These include issues related to communication, political participation, economic and social resiliency, grant writing, education, economic development, and others.

   All additional courses needed to complete the program have been prepared for distance delivery. The periodicity with which these courses would be offered via distance delivery will be responsive to the curricular needs of the students who matriculate through the distance program.

   <u>Special Note:</u> A research project is currently underway that will develop the information needed to support this course and the program. The project focuses on the issues and needs faced by Idaho's rural and remote communities, and surveys public employees in 200 towns and 44 counties. A secondary objective of the project is develop a number of pedagogical resources for the program that directly reflect problems and needs in Idaho.

5. Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A. *For discontinuation requests, will courses continue to be taught?*

Credit hours required:	30 credit hours
Credit hours required in support courses:	3 credit hours
Credit hours in required electives:	No electives
Credit hours for thesis or dissertation:	3 Field Research
Total credit hours required for completion:	36 credit hours

6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above. *This question is not applicable to requests for discontinuance.*

The program is designed for in-service students; that is, students currently employed in either the public or private sector. Students must meet University of Idaho requirements for graduate admissions. But the program, per accrediting agency guidelines, is open to all students with a bachelor's degree from an accredited college or university. The students will complete a 3-hour course – POLS 559 Field Based Research – that will serve as the program capstone. There is not a thesis option.

7. Identify similar programs offered within Idaho or in the region by other colleges/universities. *If the proposed request is similar to another state program, provide a rationale for the duplication.*

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	MPA	Public Administration	General PA, Environment and Natural Resources, State and Local Government
CSI			
CWI			
EITC			
ISU	MPA	Public Administration	State, Local and Nonprofit Administration, Environmental Administration, Public Health Administration
LCSC			
NIC			
UI	MPA	Public Administration	Local Government: No MPA program in the state or the nation focuses on rural and remote local governance.

8. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

   The program will be limited to cohorts of 25 students; a new cohort will begin every fall. This means that by year two the program will have a continuous enrollment of 50 students. Since this will be the only MPA program in the US with a rural local governance focus, we believe that expanding to other Rocky Mountain States with similar demographics will support our enrollment projections.

9. **Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

   Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years, to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU	62	49	49	21	20	22	
ISU	19	16	18	9	5	5	
LCSC							
UI	7	9	14	2	7	8	
CSI							
CWI							
EITC							
NIC							

Special Note: Prior to Fall 2013 there was no active effort to recruit or maintain students in the MPA program due to lack of personnel. A new chair of political science was hired in Fall 2013 who built an MPA Advisory Committee and redesigned, in partnership with several local governments in Idaho, the MPA program. Curriculum changes for the MPA program with a local focus were completed in AY 2014-2015. The first semester of the redesigned MPA program is Fall 2015.

10. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

    No. The online MPA program will be delivered to place bound, in service students. The on-campus MPA program is designed to serve pre-service students; that is, students without work experience and that require an internship for program completion.

11. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions that require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance*.

The Master of Public Administration is a general management degree that emphasizes public management and policy. As a general management degree, like the Master of Business Administration, it provides training that is appropriate for the private sector, especially in functions that are compliance oriented, such as human resources management, auditing, regulatory compliance, etc. According to the Idaho Department of Labor, by 2020 management positions will increase by 13.7%, business and financial operations positions by 14%, community and social service positions by 16.9%, life, physical, and social science positions by 9.2%.

	Year 1	**Year 2**	**Year 3**
Local (Regional)	121	146	161
State	1020	1122	1234
Nation	5119	5631	6194

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

Estimates are based on data from the Idaho Department of Labor (https://idahoworks.gov/ada/skillmatch/jobseeker_sm/jbs_searchresults_dsp.cfm?searchForm=true) and the web site Monster (http://www.monster.com). Job categories were based upon the US Department of Labor's categories that relate to job positions that usually require an MPA. The positions are: local government analyst, program coordinator, program assistant/manager, policy analyst, statistician, research associate, marketing/PA specialist, and city manager/administrative officer.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

The program is specifically designed to help local government practitioners enhance and develop their skills in economic development.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale?

The primary goal of this program is to provide education that would serve employment and professional development needs of currently employed individuals.

12. **Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.** *This question is not applicable to requests for discontinuance.*

The proposal is for an on-line Master of Pubic Administration program. The technology and training needed to support the program is current at the University of Idaho.

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

The On-line MPA program is in direct support of the SBOE strategic plan in that: 1) A Well Educated Citizenry – it provides more access to Idaho citizens to opportunity in higher education; and 2) Innovation and Economic Development – it improves innovation and creativity, promotes economic growth, increases efficiency.

14. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Teaching and Learning	The online MPA program gives the university the opportunity to meet critical objective in teaching and learning: expanding professional education, developing increased opportunities for underserved communities, and increasing access to local learners.
Scholarly and Creative Activity	Increasing Interdisciplinary Scholarship: Public administration is the interdisciplinary study of government. We are also building this program on an empirical foundation that is lacking in public administration in the nation.
Outreach and Engagement	The redesign of the Master of Public Administration program was based on an outreach model. We have local government partners associated with the program that have pledged internship and scholarship support. In that context, the MPA online proposal is intended to help the University of Idaho, CLASS, and the Department provides meaningful outreach to Idaho's towns.
Community Culture	One of the most interesting findings from current scholarship on local government is that cultural tolerance has a significant impact on economic development; that is, the more culturally tolerant the community the more economically successful. That message will be built in to the coursework for this program.

15. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes ____ No _X__

If not on your institution's Five-Year plan, provide a justification for adding the program.

The Master of Public Administration program is well established at the University of Idaho. The request is to offer the program online. Hence it would not appear on the institution's five-year plan.

16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

The program will be marketed through direct contact with local governments, county governments, and the University of Idaho Extension Offices. Students will come from local municipal and county government across Idaho.

17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix D**.

N/A

18. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. Personnel Costs

Faculty and Staff Expenditures

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Brian Ellison, Professor	$109,278	2 courses/yr.	750	83
Manoj Shrestha, Associate Professor	$ 59,202	2 courses/yr.	750	83
Juliet Carlisle, Assistant Professor	$ 58,282	1 course/yr.	375	42
New PA Faculty Member 1	$70,000	2 courses/yr.	750	83
New PA Faculty Member 2 (year 2)	$70,000	2 courses/yr.	500	56
Patrick Wilson, Professor	$80,479.30	1 course/yr.	375	42
UI Faculty Member		1 course/yr	375	42
Practitioner		1 course/yr.	375	42
Field Based Research	$4,000	1 course/yr.	300	33

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Brian Ellison, Chair, Professor, Director	$109,278	.10	10,700

Two new tenure track professors of public administration will be required to deliver the program. One will be hired in year 1, and the second will be hired in year 2. In addition, a 0.25 FTE temporary lecturer (adjunct faculty) will be required for field based research, and 0.1 FTE effort of the Director is included for program administration and oversight.

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

There will be costs for faculty members to receive online course development training. Those will be minimal after the program begins. There may also some travel costs, membership dues to NASPAA (after accreditation), and some recruiting materials.

In addition, the program will incur a liability to other UI units for not charging the per credit online course fee. This expense is included in the budget, calculated at the current $35.00 per credit rate times 18 credits per academic year for the specified number of students.

c. Capital Outlay

None

(1) Library resources

(a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

The library at the University of Idaho provides excellent resources for study and research in public administration. It provides support to the current MPA program on campus.

(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

Library faculty estimates that personnel support for the program will be $2,000 annually.

(c) For off-campus programs, clearly indicate how the library resources are to be provided.

University libraries across the country are increasingly providing materials in a digital format. Students in the on line program can search the library for materials, which will be delivered digitally. It should be noted that on campus students receive materials in the same way.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost), which must be obtained to support the proposed program.

None.

d. Revenue Sources

(1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

There will be no reallocation of existing state appropriations. An initial startup allocation will be provided internally, and thereafter the revenue generated by the program will be sufficient to cover expenses.

We propose a different funding plan. The SBOE has given institutions permission to set unique fee schedules for programs that are entirely distance delivered. For the online MPA, we propose to charge each student a fee of $7,500 per year, and students would not be charged the UI's per credit online course fee (currently $35.00). This is a substantial discount from the regular graduate tuition and fees and is a strong incentive for students to join the program. All students will be enrolled full-time (9 credits per semester).

(2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

N/A

(3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

N/A

(4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

There are no grants, special fees, or contracts needed to fund the program.

(5) Provide estimated fees for any proposed professional or self-support program.

There are no other fees associated with this program.

APPENDIX A

POLITICAL SCIENCE AND PUBLIC AFFAIRS RESEARCH GRADUATE DEGREE PROGRAMS

Candidates must fulfill the requirements of the College of Graduate Studies and of the Department of Political Science and Public Affairs Research. See the College of Graduate Studies section for the general requirements applicable to each degree.

Master of Arts. Major in Political Science. General College of Graduate Studies M.A. requirements for application must be followed. Applicants must also submit three letters of recommendation and a 300-500 word statement of purpose directly to the Department of Political Science.

Master of Public Administration. Major in Public Administration. The Martin School and the Department of Political Science at the University of Idaho offers the Master of Public Administration (MPA) degree for students interested in careers in the governance and management of local governments and communities. Students can expect to leave the program with intellectual and analytical skills, and the practical experience needed to enhance their ability to serve local governments and communities. The program is public service oriented, and is delivered in partnership with communities in Idaho and Washington.

Practitioner involvement in this program provides students with a more relevant and practical education than that found in more traditional programs. Academic faculty members work closely with local government professionals to deliver courses and professional development opportunities. In addition to internships, all students are required to complete a practicum designed to deliver the skills needed in professional communication and employment.

The program requires 36 hours of coursework and offers two tracks. The internship track is designed for students who have little or no public administration experience while the in-service track is designed for working professionals who seek to strengthen their leadership skills. Internship track students complete a 3 to 6-hour internship to gain hands-on experience in the governance of local government and communities. In-service students must complete 3 hours of PolS 559 Field Based Research in lieu of the internship.

Both tracks share a core curriculum of 18 hours:

PolS 555 Seminar in Administrative Theory (3 cr)

PolS 557 Governmental Budgeting (3 cr)

PolS 558 Research Methods for Local Government and Community Administration (3 cr)

PolS 560 Public Administration Practicum (3 credits taken 1 credit per semester)

PolS 572 Local Government Politics and Administration (3 cr)

PolS 575 Public Personnel Administration (3 cr)

Students will then develop their specific interests in local government by choosing 12 to 15 hours of elective courses in consultation with and approval of their advisor. These courses may be chosen in alignment with the bioregional planning and community design graduate program, or other UI graduate programs.

Although no specific undergraduate preparation is required for the MPA, applicants must have a 3.0 GPA and GRE General Test Scores that are no more than five years old. Three letters of recommendation are also required. Students with a lower GPA may, on occasion, be admitted provisionally.

PROGRAM RESOURCE REQUIREMENTS

Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY	2017	FY	2018	FY	2019	Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	25	25	50	50	75	75	150	150
B. Shifting enrollments	0	0	0	0	0	0	0	0

II. REVENUE

	FY	2017	FY	2018	FY	2019	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)							$0.00	$0.00
2. Appropriated (New)							$0.00	$0.00
3. Federal							$0.00	$0.00
4. Tuition	$187,500.00		$375,000.00		$562,500.00		$1,125,000.00	$0.00
5. Student Fees							$0.00	$0.00
6. Other (Specify)							$0.00	$0.00
Total Revenue	$187,500.00		$375,000.00		$562,500.00		$1,125,000.00	$0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 2017		FY 2018		FY 2019		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	1.35		2.35		2.35		6.05	0.00
2. Faculty	$70,000.00		$140,000.00		$140,000.00		$350,000.00	$0.00
3. Administrators	$10,928.00		$10,928.00		$10,928.00		$32,784.00	$0.00
4. Adjunct Faculty	$4,000.00		$4,000.00		$4,000.00		$12,000.00	$0.00
5. Instructional Assistants							$0.00	$0.00
6. Research Personnel							$0.00	$0.00
7. Support Personnel							$0.00	$0.00
8. Fringe Benefits	$26,837.00		$48,957.00		$48,957.00		$124,751.00	$0.00
9. Other:							$0.00	$0.00
Total FTE Personnel and Costs	$111,765.00	$0.00	$203,885.00	$0.00	$203,885.00	$0.00	$519,535.00	$0.00

	FY 2017		FY 2018		FY 2019		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$1,000.00		$1,000.00		$1,000.00		$3,000.00	$0.00
2. Professional Services							$0.00	$0.00
3. Other Services	$1,000.00		$500.00		$500.00		$2,000.00	$0.00
4. Communications							$0.00	$0.00
5. Utilities							$0.00	$0.00
6. Materials and Supplies	$2,000.00		$2,000.00		$2,000.00		$6,000.00	$0.00
7. Rentals							$0.00	$0.00
8. Repairs & Maintenance							$0.00	$0.00
9. Materials & Goods for Manufacture & Resale							$0.00	$0.00
10. Miscellaneous: Online course fee for students	$15,750.00		$31,500.00		$47,250.00		$94,500.00	$0.00
Total Operating Expenditures	$19,750.00	$0.00	$35,000.00	$0.00	$50,750.00	$0.00	$105,500.00	$0.00

	FY	2017	FY	2018	FY	2019	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$2,000.00		$2,000.00		$2,000.00		$6,000.00	$0.00
2. Equipment							$0.00	$0.00
Total Capital Outlay	$2,000.00	$0.00	$2,000.00	$0.00	$2,000.00	$0.00	$6,000.00	$0.00
D. Capital Facilities Construction or Major Renovation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
E. Indirect Costs (overhead)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
TOTAL EXPENDITURES:	$133,515.00	$0.00	$240,885.00	$0.00	$256,635.00	$0.00	$631,035.00	$0.00
Net Income (Deficit)	$53,985.00	$0.00	$134,115.00	$0.00	$305,865.00	$0.00	$493,965.00	$0.00

FS-16-025

Institutional Tracking No. ____________

Idaho State Board of Education

Proposal for **Graduate and Doctoral** Degree Program

Date of Proposal Submission:	October 13, 2015
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Law
Name of Department(s) or Area(s):	

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Master of Laws (LL.M.)			
Degree:	Master of Laws (LL.M.)			
Method of Delivery:	Live, in person			
CIP code (consult IR /Registrar)	22.0101			
Proposed Starting Date:	Summer 2016 (for Fall 2016 enrollment of the first students)			
Indicate if the program is:		Regional Responsibility	X	Statewide Responsibility

Indicate whether this request is either of the following:

- [X] New Graduate Program
- [ ] New Doctoral Program
- [ ] New Off-Campus Graduate Program
- [ ] New Off-Campus Doctoral Program
- [ ] Contract Program/Collaborative
- [ ] Expansion of an Existing Graduate/Doctoral Program
- [ ] Consolidation of an Existing Graduate/Doctoral Program
- [ ] Discontinuation of an existing Graduate/Doctoral Program

College Dean (Institution) Date

Vice President for Research **(as applicable)** Date

Graduate Dean **(as applicable)**

Academic Affairs Program Manager Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer, OSBE Date

Chief Academic Officer (Institution) Date

SBOE/OSBE Approval Date

President Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The proposed Master of Laws (LL.M.) degree is tied to the Juris Doctor (J.D.) degree at the College of Law in that every class but two needed to operate the LL.M. is already offered regularly through the J.D. curriculum. Through this program proposal, the University of Idaho is requesting a policy change to the Idaho State Board of Education, Governing Policies and Procedures, Section III. Postsecondary Affairs, Subsection Z. Delivery of Postsecondary Education – Planning and Coordination of Academic Programs and Courses. With the addition of the degree LL.M for the major Law, we request this degree designation be added to the University of Idaho table for state-wide program delivery.

The LL.M. program will operate closely parallel to the existing J.D. program. For example, an LL.M. student will take the same Business Organizations course as the J.D. students. All of the classes in the LL.M. program will be shared with the J.D. program except two new courses called Introduction to American Law and Legal Education, and Legal Writing and Research for LL.M. Students. They will be new courses taught initially as 901 seminars. The Introduction course will be required for all international students in the LL.M. program and the Legal Writing course will be required for all students in the Democracy, Justice & American Legal System emphasis. The integration of the LL.M. students into the J.D. classroom environment for all other courses allows for the efficient allocation of law school resources to the new program. The integration also provides the opportunity to reap the educational benefits of direct interaction between J.D. and LL.M. students studying in the same academic environment.

2. **List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The LL.M. degree will start with four emphasis areas that align with our J.D. curricular strengths at the College of Law: Democracy, Justice & the American Legal System; Natural Resources & Environmental Law (NREL); Business Law & Entrepreneurship (BLE); and Litigation and Alternative Dispute Resolution (LADR). The LL.M. is a graduate law degree, and all incoming students would be required to have a first degree in law (in this country that is a J.D. degree, but in many others it is a Bachelor's degree). The LL.M. program will primarily recruit lawyers from foreign countries and provide approximately 9 to 12 months of instruction in Moscow at the University of Idaho.

This degree will provide significant value to the LL.M. students that enroll. The goal of the program is to strengthen the foreign lawyers' knowledge of various aspects of American law, especially for those seeking to sit for a bar exam in states that permit it. For foreign and domestic students looking to specialize in one of our J.D. emphasis areas, the program allows them to chart out a focused area of study in the field of their choice. For international lawyers, this knowledge and the accompanying degree are designed to advance the careers of lawyers working abroad or doing business with American companies, governments, and organizations. The degree also prepares recipients to participate in rule of law development efforts in their home countries.

It is expected that most LL.M. degree recipients will return to influential legal, academic, and business positions in their home countries after completion of their study. The degree affiliation of these lawyers with the University of Idaho and their experience living in Idaho could play a positive role in their encouraging future foreign investment in this state, tourism, and greater diplomatic understanding. The LL.M. degree also qualifies some of the graduates to hold positions in the judiciary and certain government legal positions, another potential point of influence and connection for the University and state internationally. The graduates of our LL.M. program also support the University of Idaho's internationalization efforts and offer the College of Law an immediate international network of alumni.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The American Bar Association is the accrediting body for law schools nationwide. The College of Law is required to receive the ABA's acquiescence in order to start an LL.M. program. The acquiescence process takes just a couple of months and does not require a site inspection. The ABA primarily wants to ensure that "the additional degree program will not detract from a law school's ability to maintain a sound J.D. degree program."

In addition to the quality assessment of the program by the ABA, the College of Law will ensure the quality of the program through the admissions process. To be considered for the LL.M. program, an applicant must have a J.D. (Juris Doctor) from an accredited U.S. law school or a first law degree (J.D., LL.B. or the equivalent) from a foreign law school. Admission to the LL.M. program is competitive. In evaluating applications, the Committee takes into consideration the applicant's grades and rank in his or her law school and other university studies, letters of recommendation, occupational interests, professional and personal accomplishments, and other factors. The program is designed for intellectually curious and thoughtful candidates who come from a variety of legal systems and backgrounds and who have demonstrated an intent to return to their country to contribute to academia or the legal profession. The College is equally interested in applicants pursuing careers in law teaching and research, government service, the judiciary, international organizations, non-governmental organizations and private practice.

The following items are required as part of the application process:

- Non-refundable $50 application fee
- LL.M. Application (through LSAC or in hard copy directly)

- Law School Admission Council Credential Assembly Service (CAS) Report (if applying through LSAC, if not then all materials should be sent directly to the College of Law)
- Transcripts from former institutions indicating an already awarded Bachelor's degree in law
- CV/Resume
- Personal Statement - Not to exceed 3 pages and includes your reasons for wanting to study law and your reasons for wanting to study law at the University of Idaho.
- Letters of Recommendation - At least 2 are required and it is strongly recommended that at least one letter come from a post-secondary professor whose class you have taken if possible.
- A detailed addendum of explanation if any question on the CHARACTER AND FITNESS section is answered "Yes."
- An Employment Addendum if Question 16 is answered "No."
- A TOEFL, IELTS or other score if you were educated outside of the U.S., your native language is not English, and you have received no educational instruction in English.

An Admissions Committee made up of faculty and staff at the College of Law will review the above materials to determine admission into the LL.M. program.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

All of the classes in the LL.M. program will be shared with the J.D. program except two new courses called Introduction to American Law and Legal Education, and Legal Writing and Research for LL.M. Students. They will be new courses taught initially as 901 seminars. The Introduction course will be required for all international students in the LL.M. program and the Legal Writing course will be required for all students in the Democracy, Justice & American Legal System emphasis.

5. **Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A.** *For discontinuation requests, will courses continue to be taught?*

Credit hours required:	2 credits
Credit hours required in support courses:	
Credit hours in required electives:	22 credits
Credit hours for thesis or dissertation:	
Total credit hours required for completion:	24 credits

6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above. *This question is not applicable to requests for discontinuance.*

The LL.M. program is primarily geared to foreign lawyers, thus the students will likely all be international. If students are interested, they may arrive earlier than the start of this course and access the University of Idaho's American Language and Culture Program. Applicants must receive a satisfactory score on the TOEFEL, IELTS or other English language proficiency exam, but the opportunity to participate in the American Language and Culture Program will be made available to all as English will be their second language. The University's English language satisfaction options are as followed:

- TOEFL: 550 on the paper test or 79 on the internet test
- IELTS: Minimum score of 6.5
- UI American Language and Culture Program: With a Level 6 Pass
- Earned degree at an accredited institution OR successfully completed upper level college courses, both taught and evaluated in English

7. Identify similar programs offered within Idaho or in the region by other colleges/universities. *If the proposed request is similar to another state program, provide a rationale for the duplication.*

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU			
CSI			
CWI			
EITC			
ISU			
LCSC			
NIC			
UI			

No other program exists in Idaho either at a public or private institution. There are no similar programs in the region either (within 250 miles of Moscow). Gonzaga University used to have an LL.M. but now will recognize 30 credits of foreign coursework to the J.D. degree instead. The J.D. degree is the only option at Gonzaga. The University of Montana, Seattle University, and Concordia University also do not have LL.M. degrees. Lewis and Clark has LL.M. degrees in Animal Law and Environmental Law. Willamette has LL.M degrees in Dispute Resolution, Transnational Law and a General concentration geared toward international students. The University of Washington has numerous LL.M. degrees in a variety of subjects. UW and Willamette thus appear to be the closest regional competitor with an LL.M. degree emphasis focused on international students. UW currently charges out of state and international students

$45,024 per year and Willamette charges $39,355. Our current out of state and international student tuition is $30,010, making us the most cost-conscious choice.

Looking a bit farther away, the University of Oregon has LL.M. concentrations in Environmental and Natural Resources Law, Business Law and American Law, but Eugene is 450 plus miles away from Moscow. Just a bit further away, the University of Utah offers an Environmental and Natural Resources LL.M. and Brigham Young University has an LL.M. in American Law for international students. Given the focus of the former and the religious affiliation of the latter, these two programs also do not seem to be much in the way of competition for students.

8. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

The law school anticipates that initial enrollment in the program will be modest and will grow as the reputation of the program spreads internationally. The College of Law anticipates an initial enrollment of 5 to 10 LL.M. students in the first couple of years with enrollment increasing by the fourth year of the program to approximately 10 to 15 students annually. If interest in the program grows beyond those projections, the College will reevaluate whether additional faculty and staff resources are needed to handle the growth and whether we want to increase at all.

The estimates for the number of students to enroll come from the law school's study of other LL.M. programs at American law schools. Typically the LL.M. programs at schools with J.D. degree programs of approximately 300 to 400 students will enroll 10 to 20 students in their LL.M. program each year. The law school will initially reallocate administrative time of the Deans to launch the program by traveling to countries in Asia, Europe, and Latin America to establish relationships with potential students. Deans Adams and Dodge have run programs like this at other institutions and are familiar with the avenues to recruit potential students. The LSAC also now runs an LL.M. Credential Service, which allows law schools to generate reports of potential LL.M. students and market to them electronically. Significant in person travel will be needed at first, but as the program grows the travel will phase into a regular pattern

9. **Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years, to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current (2016)	Year 1 Previous (2017)	Year 2 Previous (2018)	Current	Year 1 Previous	Year 2 Previous	
BSU							
ISU							
LCSC							
UI	5	8	10				
CSI							
CWI							
EITC							
NIC							

10. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

The J.D. program's enrollment will not be impacted by the addition of an LL.M. program. The JD program courses are not impacted with the addition of an LL.M. program. There is space available in nearly every class. JD enrollment is a separate process for a different type of applicant. The LL.M. program requires a first law degree in your home country where the JD program is the first law degree in this country. So they are two different populations of potential students. If anything, having a more diverse and internationally minded student body could increase enrollment in the J.D. program in that it is attractive to some applicants.

11. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance*.

	Year 1	Year 2	Year 3
Local (Regional)	0	0	0
State			

Nation			

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

The LL.M. program is focused on international students who plan to return to their home countries. Under the F-1 visa regulations, students must intend to return after the program but are given up to 12 months of optional practical training to work legally in the United States.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

It is expected that most LL.M. degree recipients will return to influential legal, academic, and business positions in their home countries after completion of their study. The degree affiliation of these lawyers with the University of Idaho and their experience living in Idaho could play a positive role in their encouraging future foreign investment in this state, tourism, and greater diplomatic understanding. The graduates of our LL.M. program also support the University of Idaho's internationalization efforts and offer the College of Law an immediate international network of alumni. The benefits of internationalization through the LL.M. also include increased scholarly opportunities for faculty on the international level.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The primary needs met are for students who will take the LL.M. degree to their home country and enjoy the professional benefit of an advanced law degree received in the United States. While those students are enrolled, the University and College benefit from their presence and engagement on campus and in the classroom.

12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

The College of Law maintains locations in Moscow and Boise. Students in the LL.M. program may enroll in courses taught in Boise via distance education to Moscow. All of those courses are taught live and interactive, like a traditional classroom environment, except that the professor is in the other location. All that said, all of the required courses are currently taught live in Moscow. Only optional elective courses for the degree might employ this method of delivery.

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

The addition of an LL.M. program is consistent with the following State Board of Education and University of Idaho strategic plan goals:

SBOE Goal 1: A Well Educated Citizenry, Objective D Quality Education and UI Goal 1: Teaching and Learning, Objective A and B - The LL.M. program will also be a significant benefit to our approximately 350 J.D. students. Our J.D. students will have the opportunity to meet experienced lawyers from other countries, learn about the system of laws in those countries, and expand their knowledge of other cultures and legal systems. In an increasingly global legal market it is imperative that American law students gain exposure to and knowledge of legal systems throughout the world.

SBOE Goal 2: Innovation and Economic Development, Objective 3 Economic Growth and UI Goal 3: Outreach and Engagement Objective B – The LL.M. program will bring a new population of international students to the University and state. These students live in Idaho for a year, pay tuition, and contribute to the overall economy. The connections formed through this economic growth can lead to individual and institutional partnerships that bring Idaho to the attention of people worldwide.

UI Goal 4: Community & Culture, Objective A – Because the LL.M. program is focused on international students, the University stands to benefit from their uniquely diverse contributions in and out of the classroom. This program helps the University build on the recruitment of a diverse student body and strategically assists with the President's stated desire for more international students on campus.

14. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	**Proposed Program Plans to Achieve the Goal**
Goal 1: Teaching and Learning	Program students are already attorneys and the LL.M. degree will enhance their learning of the US legal system while contributing to J.D. students' exposure to global legal concepts.
Goal 3: Outreach and Engagement	Program will permit the University and College to increase international connections through students and eventually alums.
Goal 4: Community and Culture	Program will recruit international students to enroll at UI thus increasing the diversity of the student body and contributing to the international student population.

15. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes _X_ No _____

If not on your institution's Five-Year plan, provide a justification for adding the program.

16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

The College of Law will take J.D. promotional pieces and emails, like the viewbook and prospective student emails, and repurpose them with LL.M. specific information. The primary recruiting tool will be an LL.M. viewbook about the College, Moscow, and the degree program. The LL.M. CRM resource will also be used to communicate with prospective students electronically.

A complete plan, similar to what is done for the J.D. program, will be developed in fall 2015. Recruiting events around the world are available through EducationUSA, QS World Grad School Fair, embassy presentations, online college fairs, and more. The College will also maximize our recruiting efforts by making sure COGS and IPO have materials about the LL.M. program for when they do international recruitment. Efforts will be made to use faculty relationships to schedule campus visits to present to undergraduate law students abroad.

17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix D**.

Not applicable.

18. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. Personnel Costs

Faculty and Staff Expenditures

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Jeffrey Dodge, Associate Dean and Associate Clinical Professor of Law	$118,000	10% time	2	10
Temp. Lecturer - Legal Writing & Research to	$6,000	1 3 credit class	3	8-10

LLM Students				

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Carole Wells, Director of Admissions	$65,000	5% time	Handles the administrative aspects of the application process.
Cindy Hollenbeck, Marketing & Communications Manager	$45,000	5% time	Handles the marketing and communications collateral development.

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)
No additional operating expenditures are needed to run this program beyond an approximate $15,000 annual travel budget to recruit internationally for the program.

c. Capital Outlay

(1) Library resources

(a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success. The LL.M. program will draw upon the already existing law libraries in Moscow and Boise for resources. No additional resources will be needed to support the program.

(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program. No additional costs are needed for the LL.M. program.

(c) For off-campus programs, clearly indicate how the library resources are to be provided.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program. No additional costs are needed for the LL.M. program.

d. Revenue Sources

(1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

No additional costs are needed for the LL.M. program. Current College of Law resources will be used to start and maintain the program except for the addition of a part time, temporary instructor (adjunct) to teach the legal writing and research course.

(2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Not applicable.

(3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable.

(4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable.

(5) Provide estimated fees for any proposed professional or self-support program.

LL.M. students will pay the current non-resident tuition and fees rate, the same as J.D. students from out of state or abroad. That rate includes a College of Law professional fee, which will apply to LL.M. students as well. The rates are broken down and included in the budget spreadsheet.

ATTACHMENT A
CURRICULUM DETAILED ON PAGES 5 to 8

March 9, 2015 – Revised April 13, 2015 – Approved by College of Law Faculty May 6, 2015

To: College of Law Curriculum Committee and Faculty

From: Mark Adams, Dean and Professor of Law and Jeffrey A. Dodge, Associate Dean for Students & Administration and Associate Clinical Professor of Law

Subject: Proposal to Establish an LL.M. Degree

The University of Idaho College of Law administration proposes the creation of an LL.M. (Masters of Law) degree program to begin in Summer 2016. The LL.M. degree will start with four emphasis areas that align with our J.D. curricular strengths at the College of Law: Democracy, Justice & the American Legal System; Natural Resources & Environmental Law (NREL); Business Law & Entrepreneurship (BLE); and Litigation and Alternative Dispute Resolution (LADR). The LL.M. is a graduate law degree, and all incoming students would be required to have a first degree in law, in this country that is a J.D. degree, but in many others it is a Bachelors degree. The LL.M. program will primarily recruit lawyers from foreign countries and provide approximately 9 to 12 months of instruction in Moscow at the University of Idaho.

Ideal Proposal Time Frame

- March 9, 2015 – Proposal to the Chair of the College of Law Curriculum Committee
- March 2015 – Curriculum Committee Reviews Proposal at Two Meetings
- April 1, 2015 – Proposal Memo Discussed at the College of Law Faculty Meeting and Voted On (if ready)
- May 6, 2015 – Proposal Memo Voted on by College of Law Faculty (if not in April)
- May 2015 – Complete Idaho State Board of Education Proposal for Graduate and Doctoral Degree Form (Attachment A) and Baccalaureate and Graduate Degree Programs Budget Template (Attachment B) to Reflect Faculty Approval; Submit SBOE Forms to the Provost’s Office; and Begin ABA Acquiescence Questionnaire to Start a Non-J.D. Degree (Attachment C)
- Summer 2015 – Develop Marketing Materials for Use After ABA and SBOE Approvals
- July 2015 – ABA Acquiescence Questionnaire Due to the ABA
- September 2015 – UCC and Faculty Senate Approval
- September 2015 – ABA Accreditation Committee Meeting to Review for Acquiescence
- December 2015 – Proposal Before the State Board of Education for Approval
- January to May 2016 – Attend Recruiting Events, Initiate Marketing and Process Applications; Enroll Students and Issue Student Visa Documents
- August 2016 – Enroll First Class of LL.M. Students

Justification

This degree will provide significant value to the LL.M. students that enroll. The goal of the program is to strengthen the foreign lawyers’ knowledge of various aspects of American law, especially for those seeking to sit for a bar exam in states that permit it. For foreign and domestic students looking to specialize in one of our J.D. emphasis areas, the program allows them to chart out a focused area of study in the field of their choice. For international lawyers, this knowledge and the accompanying degree are designed to advance the careers of lawyers working abroad or doing business with American companies, governments, and organizations. The degree also prepares recipients to participate in rule of law development efforts in their home countries. A thesis option will provide an opportunity for LL.M. recipients to prepare for academic positions, but is not required nor available for every emphasis.

The LL.M. program will also be a significant benefit to our approximately 350 J.D. students. Our J.D. students will have the opportunity to meet experienced lawyers from other countries, learn about the system of laws in those countries, and expand their knowledge of other cultures and legal systems. In an increasingly global legal market it is imperative that American law students gain exposure to and knowledge of legal systems throughout the world.

The LL.M. program will operate closely parallel to the existing J.D. program. For example, an LL.M. student will take the same Business Organizations course as the J.D. students. All of the classes in the LL.M. program will be shared with the J.D. program except two new courses called Introduction to American Law and Legal Education and Legal Writing and Research for LL.M. Students. They will be new courses taught initially as 901 seminars. The Introduction course will be required for all international students in the LL.M. program and the Legal Writing course will be required for all students in the Democracy, Justice & American Legal System emphasis. The integration of the LL.M. students into the J.D. classroom environment for all other courses allows for the efficient allocation of law school resources to the new program. The integration also provides the opportunity to reap the educational benefits of direct interaction between J.D. and LL.M. students studying in the same academic environment.

It is expected that most LL.M. degree recipients will return to influential legal, academic, and business positions in their home countries after completion of their study. The degree affiliation of these lawyers with the University of Idaho and their experience living in Idaho could play a positive role in their encouraging future foreign investment in this state, tourism, and greater diplomatic understanding. The graduates of our LL.M. program also support the University of Idaho's internationalization efforts and offer the College of Law an immediate international network of alumni. (See Attachment D - LSAC data that shows the gender and county of origin for fall 2013 applied and enrolled LL.M. students)

Competition

There are no similar programs in the state or local region (within 250 miles of Moscow). Gonzaga University used to have an LL.M. but now will recognize 30 credits of foreign coursework to the J.D. degree instead. The J.D. degree is the only option at Gonzaga. The University of Montana, Seattle University, and Concordia University also do not have LL.M. degrees. Lewis and Clark has LL.M. degrees in Animal Law and Environmental Law. Willamette has LL.M degrees in Dispute Resolution, Transnational Law and a General concentration geared toward international students. The University of Washington has numerous LL.M. degrees in a variety of subjects. UW and Willamette thus appear to be the closest regional competitor with an LL.M. degree emphasis focused on international students. UW currently charges out of state and international students $45,024 per year and Willamette charges $39,355. Our current out of state and international student tuition is $30,010, making us the most cost conscious choice.

Looking a bit farther away, the University of Oregon has LL.M. concentrations in Environmental and Natural Resources Law, Business Law and American Law, but Eugene is 450 plus miles away from Moscow. Just a bit further away, the University of Utah offers an Environmental and Natural Resources LL.M. and Brigham Young University has an LL.M. in American Law for international students. Given the focus of the former and the religious affiliation of the latter, these two programs also do not seem to be much in the way of competition for students.

Program Demand and Productivity

The law school anticipates that initial enrollment in the program will be modest and will grow as the reputation of the program spreads internationally. The College of Law anticipates an initial enrollment of 5 to 10 LL.M. students in the first couple of years with enrollment increasing by the fourth year of the program to approximately 10 to 15 students annually. If interest in the program grows beyond those projections, the College will reevaluate whether additional faculty and staff resources are needed to handle the growth and whether we want to increase at all.

The estimates for the number of students to enroll come from the law school’s study of other LL.M. programs at American law schools. Typically the LL.M. programs at schools with J.D. degree programs of approximately 300 to 400 students will enroll 10 to 20 students in their LL.M. program each year. The law school will initially reallocate administrative time of the Deans to launch the program by traveling to countries in Asia, Europe, and Latin America to establish relationships with potential students. Deans Adams and Dodge have run programs like this at other institutions and are familiar with the avenues to recruit potential students. The LSAC also now runs an LL.M. Credential Service, which allows law schools to generate reports of potential LL.M. students and market to them electronically. Significant in person travel will be needed at first, but as the program grows the travel will phase into a regular pattern.

Administration & Faculty

The administrators involved are: Dean, Associate Dean for Students & Administration, Associate Dean for Faculty, Assistant to the Deans, Director of Admissions, Director of Academic Success, and Assistant Dean for Career Development. It is currently expected that the Associate Dean for Students & Administration will serve as the Faculty Director of the LL.M. program and lead the recruitment and enrollment strategies. The Associate Dean role will be reviewed to permit the addition of these responsibilities. Advising of the students will fall to faculty the students are working with to meet their curricular goals in emphasis areas. The Faculty Director, with the support and assistance of interested faculty, will teach the introductory course in an intensive fashion in August before schools starts each year. The administration will evaluate how best to offer Legal Writing and Research for LL.M. students with the faculty resources available or a qualified adjunct professor.

Application for Admission Requirements

To be considered for the LL.M. program, an applicant must have a J.D. (Juris Doctor) from an accredited U.S. law school or a first law degree (J.D., LL.B. or the equivalent) from a foreign law school. Admission to the LL.M. program is competitive. In evaluating applications, the Committee takes into consideration the applicant's grades and rank in his or her law school and other university studies, letters of recommendation, occupational interests, professional and personal accomplishments, and other factors. The program is designed for intellectually curious and thoughtful candidates who come from a variety of legal systems and backgrounds and who have demonstrated an intent to return to their country to contribute to academia or the legal profession. The College is equally interested in applicants pursuing careers in law teaching and research, government service, the judiciary, international organizations, non-governmental organizations and private practice.

The following items are required as part of the application process:

- Non-refundable $50 application fee
- LL.M. Application (through LSAC or in hard copy directly)
- Law School Admission Council Credential Assembly Service (CAS) Report (if applying through LSAC, if not then all materials should be sent directly to the College of Law)
- Transcripts from former institutions
- CV/Resume
- Personal Statement - Not to exceed 3 pages and includes your reasons for wanting to study law and your reasons for wanting to study law at the University of Idaho.
- Letters of Recommendation - At least 2 are required. You may choose whomever you wish to write on your behalf. However, it is strongly recommended that at least one letter come from a post-secondary professor whose class you have taken if possible.
- A detailed addendum of explanation if any question on the CHARACTER AND FITNESS section is answered "Yes."
- An Employment Addendum if Question 16 is answered "No."
- A TOEFL, IELTS or other score if you were educated outside of the U.S., your native language is not English, and you have received no educational instruction in English.
- Thesis Proposal (Optional) – Include a summary of the type of research you hope to complete at the University of Idaho. The proposal should indicate if there are faculty you hope to work with on the research.

Bar Examination Opportunities for Graduates
This program is intended to give foreign lawyers knowledge of American law that will enhance their careers in their home country. The degree program's emphasis on Democracy, Justice & the American Legal System will be marketed as a track that would allow students to take a bar exam and become licensed to practice law in the U.S. The other emphasis areas will not qualify students. While Idaho is not a state they would be able to practice in, there are other states, like New York and California, that would recognize this degree as qualifying for the bar examination. The College of Law will provide career counseling, resume review, and guidance to LL.M. students as they pursue their degree and prepare to return to their home country.

Curriculum
To earn the LL.M. degree, students will be required to successfully complete a minimum of 24 credits and maintain a 2.0 or higher. The students will begin with a late summer course called Introduction to American Law and Legal Education (2 credits). The 24-credit requirement is in line with other LL.M. programs around the country. If students are interested, they may arrive earlier than the start of this course and access the University of Idaho's American Language and Culture Program. Applicants must receive a satisfactory score on the TOEFEL, IELTS or other English language proficiency exam, but the opportunity to participate in the American Language and Culture Program will be made available to all as English will be their second language. The University's English language satisfaction options are as followed:

- TOEFL: 550 on the paper test or 79 on the internet test
- IELTS: Minimum score of 6.5
- UI American Language and Culture Program: With a Level 6 Pass
- Earned degree at an accredited institution OR successfully completed upper level college courses, both taught and evaluated in English

The Introduction to American Law and Legal Education course will introduce the LL.M. students to the various structures and sources of American law. This will include topics such as: the civil law and common law systems, the United States Constitution, the branches of government, statutes, and regulations, and the expectations at U.S. law schools. The course will draw on the rich resources of our faculty, local attorneys, and regional court systems through guest speakers and field trips.

The LL.M. students will otherwise be able to enroll in classes already offered at the law school to complete their remaining 24 credits. The rules for an F-1 student visa require they be enrolled full time. The students who enroll in, for example, the summer of 2016 are thus expected to complete the program in May 2017.

The law school will also offer a limited number (maximum 5) of LL.M. students the option of completing a thesis project. An applicant for the LL.M. program will have to apply to be admitted to the program under the “thesis option.” This will give the law school the ability to assess whether the student has the ability to complete a substantial written project during the academic year. A faculty member would need to agree in advance to work on the thesis paper with the student over the year, so a thesis plan is expected at the time of application. The faculty advisor for the thesis will guide the LL.M. students in the development of their topic, help them to identify other faculty members that may provide assistance, and monitor the student’s progress towards completion of the thesis. Students in the thesis option will be required to enroll in a 2-credit directed study course in the spring, which will count toward the 24 credits need to receive the LL.M. degree.

Finally, the law school will provide additional opportunities for LL.M. students to learn about the American legal system through invitations to events such as faculty colloquia and symposia, conferences, court hearings, Bellwood and more.

Emphasis Curriculum

The LL.M. degree will have four curricular emphasis areas to start and can be added to over time. Aside from the Democracy, Justice & the American Legal System emphasis, the curriculum will line up with the expectations of students in the J.D. emphasis areas, but be compressed to account for the short time frame students are enrolled in the LL.M. All international students, regardless of emphasis area, must take Introduction to American Law and Legal Education (2 credits). The emphasis area requirements then split off as followed. As a note of caution, at the time this memo was prepared this portion had not been vetted by the emphasis area faculty, but is being sent to them for review and feedback. Below is a first attempt to translate the emphasis expectations in the J.D. program to a one-year LL.M. degree. Students who need to complete a substantial writing paper or thesis can do so in a paper course or under the supervision of a faculty member in a directed study.

Democracy, Justice & the American Legal System
In this emphasis area, students are required to take the following classes:

- Legal Writing and Research for LL.M. Students (2 or 3 credit separate writing course)
- Professional Responsibility

While it is recommended they take as many of these courses as possible, students must also complete at least six credits of bar exam-tested coursework in the following subjects:

- Advanced Torts
- Business Associations
- Civil Procedure I & II
- Conflict of Laws
- Constitutional Law I & II
- Contracts
- Criminal Law
- Criminal Procedure
- Evidence
- Family Law
- Native American Law*
- Property
- Property Security
- Sales
- Torts

*Native American Law can satisfy requirements for the LL.M. degree, but cannot be counted by students seeking to sit for a bar exam.

Natural Resources and Environmental Law
In this emphasis area, students are required to take the following classes:

- Administrative Law
- Environmental Law or Introduction to Natural Resources Law

Students are also expected to take at least 10 credits of natural resources and environmental law courses from the following list:

- Environmental Law
- Environmental Policy
- Interdisciplinary Methods in Water Resources
- International Environmental and Water Law
- Introduction to Natural Resources Law
- Land Use Law and Planning
- Law, Science, and the Environment
- Lawyering Process
- Native American Natural Resource Law
- Natural Resource Law Seminar
- Water Law I
- Water Law II
- Water Law Practicum
- Water and Energy Policy Seminar
- Wildlife Law and Policy
- Up to 3 credits may be satisfied by non-law graduate courses with approval of both the NREL LL.M. emphasis advisor

Business Law and Entrepreneurship
In this emphasis area, students are required to take the following classes:

- Business Associations
- Contracts

- Property Security or Sales

Students are also expected to take 9 credits of additional business law and entrepreneurship courses from the following list:

- Accounting for Lawyers
- Administrative Law
- Advanced Torts
- Antitrust
- Bankruptcy
- Consumer Law
- Copyrights
- Corporate Taxation
- Cyberlaw
- Introduction to Intellectual Property
- Mass Media Law
- Negotiable Instruments
- Partnership & LLC Taxation
- Patents
- Property Security (if not taken as a required course)
- Real Estate Transactions
- Sales (if not taken as a required course)
- Securities Regulation
- Suretyship and Guaranty
- Taxation
- Trademarks & Trade Dress
- White Collar Crime
- Workplace Law

Litigation and Alternative Dispute Resolution
In this emphasis area, students who want a general law focus are required to take the following classes:

- Administrative Law
- Negotiation and Appropriate Dispute Resolution
- Civil Mediation or Family Mediation

Students must then take at least 6 additional credits from the list below:

- Constitutional Law I
- Constitutional Law II
- Evidence
- Lawyering Process
- Remedies

In this emphasis area, students who want a criminal law focus are required to take the following classes:

- Criminal Law
- Criminal Procedure
- Negotiation and Appropriate Dispute Resolution
- Civil Mediation or Family Mediation

Students must then take at least 3 additional credits from the list below:

- Advanced Criminal Procedure
- Advanced Topics in Criminal Procedure
- Constitutional Law I
- Constitutional Law II
- Evidence
- White Collar Crime

In this emphasis area, students who want a family law focus are required to take the following classes:

- Family Law
- Negotiation and Appropriate Dispute Resolution
- Family Mediation

Students must then take at least 7 additional credits from the list below:

- Children and the Law
- Community Property
- Wills, Trusts & Estates
- Constitutional Law II
- Domestic Violence and the Law

Students in this emphasis area are required to compete in either the mediation or negotiation intermural competition held annually.

Grading

Unlike many of the J.D. students, English will not be the first language of LL.M. students. They also will not have an advanced understanding of the common law system as they usually come from civil law countries. The legal writing and research skills in those countries are markedly different. It is very common for LL.M. students to be more direct than analytical. Their writing is more about the rule and conclusion then articulating the issue and applying the facts. Civil law systems are, in short, more focused on the rules then the argument. These facts, coupled with the reality that LL.M. students are here to learn more about the common law systems, develop their legal English skills, and grow academically in a shorter time than J.D. students, it is important for their grading assessment to also be different and not directly comparative. We suggest we grade LL.M. students with the following guidance:

A – Very Good – Excellent Performance
B - Good – Performance Above Average
C - Pass – Performance Worthy of Credit
D or F – Fail – Performance Unworthy of Credit

It is important to note that because LL.M. and J.D. students are not comparable in terms of performance in classes, they will not be ranked together either. LL.M. students will not have a class rank, just a GPA and their degree.

Recruiting and Marketing Strategy

The College of Law will take J.D. promotional pieces and emails, like the viewbook and prospective student emails, and repurpose them with LL.M. specific information. The primary recruiting tool will be an LL.M. viewbook about the College, Moscow, and the degree program. The LL.M. CRM resource will also be used to communicate with prospective students electronically.

A complete plan, similar to what is done for the J.D. program, will be developed in summer 2015. Recruiting events around the world are available through EducationUSA, QS World Grad School Fair, embassy presentations, online college fairs, and more. The College will also maximize our recruiting efforts by making sure COGS and IPO have materials about the LL.M. program for when they do international recruitment. Efforts will be made to use faculty relationships to schedule campus visits to present to undergraduate law students abroad.

Enrollment Goals & Credit Hours

Below is a breakdown of the anticipated enrollment in the LL.M. program and the anticipated credit hours needed to support the program each year. The number of credit hours are being provided to show that the impact of these additional students on the seats in classes. In spring 2015 alone, the capacity in University of Idaho College of Law classes was well over 1,000 hours in Moscow.

Year	Enrollment	Annual Credit Hours
2016-17	5	120
2017-18	10	240
2018-19	10	240
2019-20	15	360
2020-21	15	360

Budget Considerations

For the most part, operating the LL.M. program utilizes the resources already available through our J.D. program. The following details the known costs to initiate such a program:

ABA Application for Acquiescence - $6,000
Marketing Materials – Design, Print & Mail - $10,000
Recruitment Abroad - $15,000 the first year and $10,000 annually thereafter
Library Resources - $2,000
General Supplies and Materials - $2,000

The above costs do not include faculty or staff labor to recruit, enroll and support the new LL.M. program. On the revenue side, each international student pays out of state tuition, which this year is $30,010. Many schools offer nominal scholarships to show interest in their admitted students, but with our lower tuition, we may not have to. For each student we enroll, we get their total professional fee, approximately $85K for 10 students and they will go into our overall enrollment, helping our centrally allocated budget. If we only enroll five students in the initial year of the program, our revenue will still exceed our expenses. When we are able to enroll closer to 10 students each year (more or less in some years) the financial gain will far exceed the expenses needed to maintain the program. Operating the LL.M. program will thus not take away financially or resource wise from the J.D. program.

College of Law

Proposed Catalog Changes

Effective Term (unless otherwise noted) = Summer 2016

1. Create the following program

Master of Law (LL.M.)

Required course work includes the College of Law requirements and the following:

Law 857 Introduction to American Law and Legal Education (2 cr)

And one of the following emphases:

A. Democracy, Justice & the American Legal System

Law 856 Legal Writing and Research for LL.M. Students (3 cr)
Law 962 Professional Responsibility (3 cr)

Bar exam-tested Electives (6 cr):
Law 805 Civil Procedure and Introduction to Law (3 cr)
Law 806 Civil Procedure II (3 cr)
Law 807 Property (4 cr)
Law 809 Torts (4 cr)
Law 812 Criminal Law (3 cr)
Law 813 Contracts (4 cr)
Law 816 Constitutional Law I (4 cr)
Law 851 Advanced Torts (2-3 cr)
Law 905 Constitutional Law II (3 cr)
Law 919 Business Associations (4 cr)
Law 924 Sales (3 cr)
Law 925 Property Security (3 cr)
Law 949 Native American Law (3 cr)*
Law 950 Evidence (3 cr)
Law 953 Criminal Procedure (3 cr)
Law 960 Conflict of Laws (2 cr)
Law 963 Family Law (3 cr)

Courses to total 24 credits for this degree

B. Natural Resources and Environmental Law

Law 907 Administrative Law (3 cr)

One of the following (3 cr):
Law 947 Environmental Law (3 cr)
Law 948 Introduction to Natural Resources Law (3 cr)

Natural Resources and Environmental Law Electives (10 cr):
Law 855 Water Law Practicum (2-3 cr)
Law 906 Natural Resources Law Seminar (3 cr)
Law 934 Land-Use Law and Planning (3 cr)

Law 937 Wildlife Law and Policy (3 cr)
Law 938 International Environmental and Water Law (3 cr)
Law 939 Law, Science, and the Environment (2 cr)
Law 942 Water Law I (1-2 cr)
Law 946 Water and Energy Policy Seminar (2 cr)
Law 947 Environmental Law (3 cr)
Law 948 Introduction to Natural Resources Law (3 cr)
Law 951 Environmental Policy (3 cr)
Law 969 Water Law II (2 cr)
Law 971 Lawyering Process Seminar (2 cr)
Law 979 Native American Natural Resource Law (3 cr)
WR 506 Interdisciplinary Methods in Water Resources (3 cr)
Up to 3 credits may be satisfied by non-law graduate courses with approval of both the NREL LL.M. emphasis advisor

Courses to total 24 credits for this degree

C. Business Law and Entrepreneurship

Law 813 Contracts (4 cr)
Law 919 Business Associations (4 cr)

One of the following (3 cr):
Law 924 Sales (3 cr)
Law 925 Property Security (3 cr)

Business Law and Entrepreneurship Electives (9 cr):
Law 851 Advanced Torts (2-3 cr)
Law 854 Corporate Taxation (2-3 cr)
Law 903 Introduction to Intellectual Property (3 cr)
Law 907 Administrative Law (3 cr)
Law 908 Workplace Law (4 cr)
Law 910 Antitrust (3 cr)
Law 911 Principles of Suretyship (2 cr)
Law 918 Cyberlaw (2-3 cr)
Law 920 Securities Regulation (3 cr)
Law 921 Accounting for Lawyers (2 cr)
Law 922 Trademarks and Trade Dress (2 cr)
Law 923 Negotiable Instruments, Bank Collections and Deposits, and Other Payment Systems (3 cr)
Law 924 Sales (3 cr)
Law 925 Property Security (3 cr)
Law 926 Bankruptcy (3 cr)
Law 927 Partnership and LLC Taxation (2-3 cr)
Law 930 Taxation (3-4 cr)
Law 931 Patents (2 cr)
Law 980 Copyrights (2-3 cr)
Law 984 Real Estate Transactions (2-3 cr)
Law 989 Mass Media Law (2 cr)
Law 990 Consumer Law (3 cr)
Law 992 White Collar Crime (3 cr)

Courses to total 24 credits for this degree

D. Litigation and Alternative Dispute Resolution

One of the following tracks:

General Track
Law 907 Administrative Law (3 cr)
Law 917 Negotiation and Appropriate Dispute Resolution (3 cr)

One of the following (3 cr):
Law 912 Civil Mediation (2 cr)
Law 913 Family Mediation (2 cr)

Litigation and Alternative Dispute Resolution Electives (6 cr):
Law 816 Constitutional Law I (4 cr)
Law 905 Constitutional Law II (3 cr)
Law 950 Evidence (3 cr)
Law 971 Lawyering Process Seminar (2 cr)
Law 952 Remedies (3 cr)

Criminal Law Track
Law 812 Criminal Law (3 cr)
Law 917 Negotiation and Appropriate Dispute Resolution (3 cr)
Law 953 Criminal Procedure (3 cr)

One of the following (3 cr):
Law 912 Civil Mediation (2 cr)
Law 913 Family Mediation (2 cr)

Criminal Law Elective (3 cr):
Law 816 Constitutional Law I (4 cr)
Law 901 Advanced Criminal Procedure (3 cr)
Law 901 Advanced Topics in Criminal Procedure (3 cr)
Law 905 Constitutional Law II (3 cr)
Law 950 Evidence (3 cr)
Law 992 White Collar Crime (3 cr)

Family Law Track
Law 913 Family Mediation (2 cr)
Law 917 Negotiation and Appropriate Dispute Resolution (3 cr)
Law 963 Family Law (3 cr)

Family Law Electives (7 cr):
Law 905 Constitutional Law II (3 cr)
Law 941 Wills, Estates, and Trusts (3 cr)
Law 945 Community Property (2 cr)
Law 964 Children and the Law (2-3 cr)
Law 995 General Practice/Domestic Violence & Sexual Assault Clinic (1-3 cr, max 6)

Students are required to compete in either the mediation or negotiation intermural competition held annually.

Courses to total 24 credits for this degree

**Law 949 Native American Law (3 cr) can satisfy requirements for the LL.M. degree, but cannot be counted by students seeking to sit for a bar exam.*

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY	2016	FY	2017	FY	2018	Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	5	5	8	8	10	10	23	23
B. Shifting enrollments	0	0	0	0	0	0	0	0

II. REVENUE

	FY	2016	FY	2017	FY	2018	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)							$0.00	$0.00
2. Appropriated (New)							$0.00	$0.00
3. Federal							$0.00	$0.00
4. Tuition		$111,130.00		$177,808.00		$222,260.00	$0.00	$511,198.00
5. Student Fees		$45,040.00		$72,064.00		$90,080.00	$0.00	$207,184.00
6. Other (Specify)							$0.00	$0.00
Total Revenue	$0.00	$156,170.00	$0.00	$249,872.00	$0.00	$312,340.00	$0.00	$718,382.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 2016		FY 2017		FY 2018		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE							0.00	0.00
2. Faculty							$0.00	$0.00
3. Administrators	11800		11800		11800		$35,400.00	$0.00
4. Adjunct Faculty	6000		6000		6000		$18,000.00	$0.00
5. Instructional Assistants							$0.00	$0.00
6. Research Personnel							$0.00	$0.00
7. Support Personnel	5500		5500		5500		$16,500.00	$0.00
8. Fringe Benefits	5884.8		5884.8		5884.8		$17,654.40	$0.00
9. Other:							$0.00	$0.00
Total FTE Personnel and Costs	$29,184.80	$0.00	$29,184.80	$0.00	$29,184.80	$0.00	$87,554.40	$0.00

	FY		FY		FY		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel		$15,000.00		$10,000.00		$10,000.00	$0.00	$35,000.00
2. Professional Services							$0.00	$0.00
3. Other Services							$0.00	$0.00
4. Communications		$5,000.00		$5,000.00	$2,000.00		$2,000.00	$10,000.00
5. Utilities							$0.00	$0.00
6. Materials and Supplies		$2,000.00					$0.00	$2,000.00
7. Rentals							$0.00	$0.00
8. Repairs & Maintenance							$0.00	$0.00
9. Materials & Goods for Manufacture & Resale							$0.00	$0.00
10. Miscellaneous - Scholarships		$25,000.00		$25,000.00		$30,000.00	$0.00	$80,000.00
Total Operating Expenditures	$0.00	$22,000.00	$0.00	$15,000.00	$2,000.00	$10,000.00	$2,000.00	$47,000.00

	FY		FY		FY		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources		$2,000.00					$0.00	$2,000.00
2. Equipment							$0.00	$0.00
Total Capital Outlay	$0.00	$2,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
D. Capital Facilities Construction or Major Renovation								
E. Indirect Costs (overhead)								
TOTAL EXPENDITURES:	$29,184.80	$24,000.00	$29,184.80	$15,000.00	$31,184.80	$10,000.00	$89,554.40	$47,000.00
Net Income (Deficit	-$29,184.80	$132,170.00	-$29,184.80	$234,872.00	-$31,184.80	$302,340.00	-$89,554.40	$671,382.00

Applications by Law School Region as of 17AUG2015

ATTACHMENT B(2)

LLM Applications as of 17 August 2015		
Law School Region	Number	Pct Chg from Prev Year
Far West (FW)	6,813	+0.53%
Great Lakes (GL)	4,390	+2.05%
Midsouth (MS)	6,372	+7.27%
Midwest (MW)	637	+27.15%
Mountain West (MT)	273	-4.21%
New England (NG)	3,168	+9.92%
Northeast (NE)	9,625	+1.02%
Northwest (NW)	595	+14.64%
South Central (SC)	961	+3.56%
Southeast (SE)	1,214	+38.11%
TOTAL	34,048	+4.63%

ATTACHMENT B(3)

Gender and First Law Degree Country 2013 Report

COUNTRY	GENDER	APPLICANTS	MATRICULANTS
Afghanistan	Male	1	0
Albania	Female	2	0
Albania	Male	4	0
Algeria	Male	1	0
Argentina	Female	14	2
Argentina	Male	18	5
Armenia	Female	5	2
Armenia	Male	2	0
Australia	Female	57	14
Australia	Male	45	7
Austria	Female	7	1
Austria	Male	5	1
Azerbaijan	Female	2	1
Azerbaijan	Male	2	1
Bahrain	Female	1	0
Bangladesh	Female	2	0
Bangladesh	Male	4	0
Barbados	Female	4	0
Belarus	Female	5	1
Belarus	Male	2	1
Belgium	Female	25	12
Belgium	Male	31	14
Benin	Female	1	0
Benin	Male	1	0
Bolivia	Female	4	1
Bolivia	Male	3	3
Bosnia and Herzegovina	Female	2	0
Brazil	Female	134	46
Brazil	Male	118	46
Bulgaria	Female	2	0
Bulgaria	Male	1	1
Burkina Faso	Male	2	0
Burundi	Female	1	0
Burundi	Male	2	0
Cambodia	Female	3	0
Cameroon	Female	6	2
Cameroon	Male	24	10
Canada	Female	48	8
Canada	Male	38	7
Chad	Male	1	1
Chile	Female	20	6
Chile	Male	67	16
China	Female	882	338
China	Male	367	147
Colombia	Female	53	11
Colombia	Male	43	11
Congo	Male	1	0
Congo Democratic Republic of the	Female	1	0

ATTACHMENT B(3)

Gender and First Law Degree Country 2013 Report

COUNTRY	GENDER	APPLICANTS	MATRICULANTS
Congo Democratic Republic of the	Male	3	1
Costa Rica	Female	7	2
Costa Rica	Male	3	1
Cote d Ivoire	Male	2	1
Croatia	Female	1	1
Croatia	Male	2	0
Czech Republic	Female	2	1
Czech Republic	Male	1	0
Denmark	Female	3	0
Denmark	Male	4	2
Dominican Republic	Female	15	5
Dominican Republic	Male	8	2
Ecuador	Female	8	1
Ecuador	Male	21	8
Egypt	Female	7	1
Egypt	Male	18	4
El Salvador	Male	4	2
Eritrea	Female	1	0
Eritrea	Male	2	1
Estonia	Female	1	0
Ethiopia	Female	11	0
Ethiopia	Male	15	4
Finland	Female	4	2
Finland	Male	2	1
France	Female	128	45
France	Male	72	25
Gambia	Male	1	0
Georgia	Female	4	0
Georgia	Male	7	0
Germany	Female	45	14
Germany	Male	60	19
Ghana	Female	6	0
Ghana	Male	11	1
Greece	Female	14	3
Greece	Male	18	6
Guatemala	Female	2	2
Guatemala	Male	6	1
Haiti	Female	1	0
Haiti	Male	2	0
Honduras	Male	1	0
Hong Kong	Female	10	3
Hong Kong	Male	7	0
Hungary	Female	5	2
Hungary	Male	2	0
Iceland	Female	5	3
Iceland	Male	3	1
India	Female	214	49
India	Male	120	26

ATTACHMENT B(3)

Gender and First Law Degree Country 2013 Report

COUNTRY	GENDER	APPLICANTS	MATRICULANTS
Indonesia	Female	11	3
Indonesia	Male	26	8
Iran, Islamic Republic of	Female	26	9
Iran, Islamic Republic of	Male	18	3
Iraq	Female	1	1
Iraq	Male	13	3
Ireland	Female	14	7
Ireland	Male	12	1
Israel	Female	31	14
Israel	Male	32	9
Italy	Female	32	10
Italy	Male	50	18
Jamaica	Female	3	0
Jamaica	Male	2	0
Japan	Female	85	32
Japan	Male	216	105
Jordan	Female	6	1
Jordan	Male	14	1
Kazakhstan	Female	7	2
Kazakhstan	Male	5	1
Kenya	Female	8	1
Kenya	Male	6	0
Korea, Democratic Republic of (North)	Female	1	0
Korea, Republic of (South)	Female	97	31
Korea, Republic of (South)	Male	181	97
Kosovo	Male	1	0
Kuwait	Female	4	0
Kuwait	Male	2	0
Kyrgyzstan	Female	1	0
Kyrgyzstan	Male	3	1
Lebanon	Female	8	2
Lebanon	Male	13	5
Lesotho	Female	1	0
Liberia	Female	3	0
Liberia	Male	6	3
Libya	Female	1	0
Libya	Male	1	0
Lithuania	Female	2	0
Lithuania	Male	1	0
Luxembourg	Female	1	1
Macao	Female	6	2
Macao	Male	3	2
Macedonia, The Former Yugoslav Republic Of	Female	3	1
Macedonia, The Former Yugoslav Republic Of	Male	1	0
Malawi	Female	1	0
Malawi	Male	1	0
Malaysia	Female	2	1
Malaysia	Male	1	1

ATTACHMENT B(3)

Gender and First Law Degree Country 2013 Report

COUNTRY	GENDER	APPLICANTS	MATRICULANTS
Malta	Male	1	0
Mexico	Female	75	27
Mexico	Male	111	34
Moldova, Republic of	Female	4	1
Moldova, Republic of	Male	1	0
Mongolia	Female	3	0
Mongolia	Male	6	1
Morocco	Male	1	1
Nepal	Male	4	0
Netherlands	Female	8	2
Netherlands	Male	9	2
New Zealand	Female	6	3
New Zealand	Male	10	3
Nicaragua	Female	1	0
Nicaragua	Male	1	1
Niger	Male	1	0
Nigeria	Female	68	14
Nigeria	Male	63	13
Norway	Female	5	3
Norway	Male	1	0
Oman	Male	1	1
Pakistan	Female	5	1
Pakistan	Male	17	0
Panama	Female	7	4
Panama	Male	11	4
Papua New Guinea	Female	1	0
Papua New Guinea	Male	1	0
Paraguay	Female	4	3
Paraguay	Male	4	1
Peru	Female	29	7
Peru	Male	24	10
Philippines	Female	20	4
Philippines	Male	23	8
Poland	Female	11	2
Poland	Male	7	1
Portugal	Female	7	2
Portugal	Male	5	1
Qatar	Female	3	1
Qatar	Male	2	1
Romania	Female	9	2
Romania	Male	4	1
Russian Federation	Female	66	28
Russian Federation	Male	25	4
Rwanda	Male	1	0
Saudi Arabia	Female	76	17
Saudi Arabia	Male	204	39
Senegal	Male	2	0
Serbia	Female	2	1

ATTACHMENT B(3)

Gender and First Law Degree Country 2013 Report

COUNTRY	GENDER	APPLICANTS	MATRICULANTS
Serbia	Male	4	1
Singapore	Female	6	1
Singapore	Male	2	1
Slovakia	Female	2	0
Slovakia	Male	3	0
Slovenia	Female	1	0
Slovenia	Male	1	0
South Africa	Female	33	5
South Africa	Male	15	1
Spain	Female	28	5
Spain	Male	21	8
Sri Lanka	Male	1	0
Sudan	Male	3	0
Swaziland	Male	1	0
Sweden	Female	14	6
Sweden	Male	7	2
Switzerland	Female	40	12
Switzerland	Male	46	16
Syrian Arab Republic	Female	3	0
Syrian Arab Republic	Male	1	0
Taiwan	Female	72	25
Taiwan	Male	61	17
Tajikistan	Male	1	0
Tanzania, United Republic of	Female	2	0
Tanzania, United Republic of	Male	4	0
Thailand	Female	65	21
Thailand	Male	37	13
Togo	Male	1	0
Tunisia	Female	1	0
Turkey	Female	37	9
Turkey	Male	22	4
Uganda	Female	12	1
Uganda	Male	4	0
Ukraine	Female	22	4
Ukraine	Male	9	3
United Arab Emirates	Female	4	0
United Arab Emirates	Male	8	3
United Kingdom	Female	211	54
United Kingdom	Male	159	39
United States of America/Territories	Female	520	116
United States of America/Territories	Male	812	183
Uruguay	Female	3	1
Uruguay	Male	2	0
Uzbekistan	Female	2	1
Uzbekistan	Male	8	0
Venezuela, Bolivarian Republic of	Female	11	2
Venezuela, Bolivarian Republic of	Male	15	4
Vietnam	Female	7	1

ATTACHMENT B(3)

Gender and First Law Degree Country 2013 Report

COUNTRY	GENDER	APPLICANTS	MATRICULANTS
Vietnam	Male	3	1
Zambia	Male	1	0
Zimbabwe	Male	1	0
Total		**7215**	**2140**

University of Idaho
A LEGACY OF LEADING

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M E M O R A N D U M

TO: Randall Teal, Chair, Faculty Senate
Liz Brandt, Vice Chair, Faculty Senate

FROM: John Wiencek
Provost and Executive Vice President

DATE: December 8, 2015

SUBJECT: Items for Faculty Senate

This is a request for approval by Faculty Senate. The following members of the faculty have been recommended for sabbatical leave for 2016-17:

Last Name	First Name	Department	Sabbatical Term
Ay	Suat	Electrical & Computer Engineering	AY 2016-17
Barnes	Kim	English	Fall 2016
Barton	Benjamin	Psychology & Communication	Fall 2016
Bridy	Annemarie	Law	AY 2016-17
Davis	Anthony	Forest, Rangeland & Fire	AY 2016-17
Dezzani	Raymond	Geography	Spring 2017
Forney	Larry	Biological Sciences	Fall 2016
He	Brian	Biological Engineering	Spring 2017
Jeffery	Clinton	Computer Science	AY 2016-17
Johnson	Aaron	Ag Econ & Rural Sociology	Fall 2016
Johnson-Leung	Jennifer	Math	AY 2016-17
Safaii	SeAnne	Family & Consumer Sciences	AY 2016-17

Schrand	Brandon	English	Fall 2016
Sisodiya	Sanjay	Business	AY 2016-17
Soule	Terry	Computer Science	Fall 2016
Top	Eva	Biological Sciences	Fall 2016
Trigsted	Kirk	Math	AY 2016-17

cc: Don Crowley, Faculty Secretary
Ann Thompson, Faculty Secretary Office
Mary Stout, Provost's Office
Jill Robertson, Budget Office
Jeff Dodge, Chair, Sabbatical Leave Evaluation Committee

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)
[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition X Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: Leave Policies for All Employees 3710

Administrative Procedures Manual [APM] ☐ Addition X Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: ____________________

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): **Don Crowley, Faculty Secretary 11/24/15**
(Please see FSH 1460 C) Name Date
Telephone & Email: 885-6151 crowley@uidaho.edu

Policy Sponsor: (If different than originator.) Seante Leadership/Faculty Affairs 11/13/15
Name Date
Telephone & Email: RandyTeal and Marty Ytreberg

Reviewed by General Counsel ___Yes _X___No Name & Date: ____________________

I. **<u>Policy/Procedure Statement:</u>** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

Update university policy to comply with Supreme Court decision that recognizes same sex marriages.

II. **<u>Fiscal Impact</u>:** What fiscal impact, if any, will this addition, revision, or deletion have?

III. **<u>Related Policies/Procedures</u>:** Describe other policies or procedures existing that are related or similar to this proposed change.

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

If not a minor amendment forward to: ____________________

Policy Coordinator
Appr. & Date:
____
[Office Use Only]

APM
F&A Appr.: _______
[Office Use Only]

FSH
Appr. ______________
FC ______________
GFM ______________
Pres./Prov. __________
[Office Use Only]

Track # ______________
Date Rec.: ______________
Posted: t-sheet ______________
h/c ______________
web______________
Register: ______________
(Office Use Only)

3710
LEAVE POLICIES FOR ALL EMPLOYEES

PREAMBLE: This section describes the various kinds of leaves that are available for all UI employees. (See section 3720 for Sabbatical Leaves limited to faculty members.) This section and the following one were original parts of the 1979 Handbook*. The most substantive changes since that time have been the addition (under Governor Andrus) and subsequent deletion (under Governor Batt) of service leave for children at school and changes to subsection L that reflect changes in federal regulations. In 2002 extensive changes were made to subsection K that reflected Regent policy and current practice. In 2008 extensive changes to this policy were approved following many years of committee work involving Faculty and Staff Affairs, General Counsel, and Human Resources and a new section M was added on servicemember family leave due to a federal law change. In July 2010 a section R was added to address the Fiscal Year 2010 Furlough and in July 2011section R was removed and a new policy, FSH 3450, was created to address employment actions such as temporary furloughs. Unless explicitly noted, the text is as of July 1996. Further information is available from Human Resources (208-885-3609).* [ed. 7-97, 7-05, rev. 7-98, 7-02, 2-08, 7-10, 7-11]

CONTENTS:

A. GENERAL.

A-1. The university (hereinafter referred to as university) strives to offer leave programs that are both comprehensive and flexible to meet employee needs. Leave with or without pay is extended to employees under a variety of circumstances described below. Exceptions may be granted in special circumstances [Q; APM 55.09, 55.07, 55.38; FSH 3120, 3720 and 6230] *[ed. 2-08, 7-10]*

A-2. The term "leave" refers to an employee's absence from duty. Each leave type as contained in this policy discusses circumstances in which such an absence may be continued with pay when leave accruals are available or when leave is approved without pay. Certain types of leave may require or provide options to take one leave concurrent with another. For example, sick and annual leave may be taken or may be required to be taken concurrently with other types of leave. All leaves are subject to approval.

A-3. Unless otherwise noted, for purposes of this policy, "immediate family member" includes: ~~your~~ spouse, ~~your~~ child (adoption or foster arrangement), parent, brother, sister, grandparent, and these same relationships of a spouse, ~~by marriage, adoption, or foster arrangement~~. An immediate family member may also include an individual who has assumed a similar relationship to those above, ~~other than the relationship of spouse*,~~ and for whom the employee or the individual has had financial responsibility for the other. An immediate family member also may include any individual who is a qualified dependent under IRS regulations. The university reserves the right to request documentation establishing financial responsibility or qualifying status as an IRS dependent.

~~*Due to the 2006 "marriage amendment" to the Idaho Constitution the university, despite the wishes of the Faculty Senate, is unable to include domestic partnerships. [ed. 1-10]~~

Commented [TA1]: Supreme Court Decision FAC appr. 11/13/15

5300

COPYRIGHTS, PROTECTABLE DISCOVERIES AND OTHER INTELLECTUAL PROPERTY RIGHTS

PREAMBLE: This section outlines UI policy concerning copyrights, as they arise from university research. Particularly this section discusses the assignment of ownership to such copyrights. This section was part of the 1979 Handbook *but was revised in a significant way 1) in July of 1992 to reflect changes in applicable federal law, 2) in January of 1995 by the addition of subsection C-5 to reflect the change in the Regents' intellectual property and conflict of interest rule (former IDAPA 08.01.09.101.03c), and 3) in 2007 to update terminology and add clarity to the rights and obligations of the University and of its employees and students in dealing with intellectual property, and in 2008 edited to reflect the restructuring of technology transfer functions from Idaho Research Foundation to the Office of Technology Transfer. In 2009 revisions were made to B-2 to comply with federal law. Unless otherwise noted, the text is as of July 1996. This policy was revised in November 2015 for consistency with the revised intellectual property policy of the Board of Regents of the University of Idaho. For more information, contact the Research Office (208-885-6651).* [ed. 7-98, rev. 2-07, 4-08, 7-~~09~~09, 03-15]

CONTENTS:

A. INTRODUCTION. The UI encourages the creation of scholarly works as an integral part of its mission. UI participation in the development, marketing, and dissemination of educational materials has as its aim the improvement of the quality, effectiveness, and efficiency of student learning and of faculty and staff development. The UI recognizes its obligation to transfer technology and useful discoveries to society. With respect to all types of intellectual property, the rights and obligations of UI, its employees and students and other third parties shall be governed by this policy. To the extent permitted by this policy, individuals may enter into contracts with UI to address intellectual property, in which case the contract terms shall control, provided that the contract was entered into in a manner consistent with this policy.

A-1. DEFINITIONS. For purposes of this Section 5300 and Section 5400, the following terms shall have the following meanings:

a. “electronic” shall mean relating to technology having electrical, digital, magnetic, wireless, optical, electromagnetic, or similar capabilities.
b. “written” or “in writing” shall include information created, generated, sent, communicated, received, or stored by electronic means, including without limitation email, telecopy, and facsimile transmissions.
c. “natural person or persons” means natural person or persons involved in the creation or development of intellectual property.
d. “designated agent” means the person or entity acting on behalf of the UI, within the scope of and under authorization through a written agreement between the person or entity and UI, to protect, commercialize, other otherwise transfer rights in intellectual property subject to this policy and to, as authorized by the UI, to enforce rights in such intellectual property. A designated agent of the University may include, by way of example and not limitation, a UI-affiliated foundation approved by the Regents of the University of Idaho and acting under an operating agreement between UI and the foundation.

B. COPYRIGHTS. UI participation in the development of copyrightable works raises questions concerning the ownership and use of materials in which UI has become an active and intentional partner through substantial investment of resources. This policy is established to clarify the rights of the natural person or persons and the UI regarding ownership and use of copyrightable materials in the absence of a valid written agreement between the natural person or persons and UI. The UI acknowledges the right of faculty and staff members and students to prepare and publish certain materials that are copyrightable in the name of the natural person or persons and that may generate royalty income for the natural person or persons. ~~(In this policy, "the natural person or persons" is to be construed broadly as including producers of creative works in the arts and sciences and creators of literary or scholarly writing.)~~

B-1. Coverage. The types of materials to which this policy applies include:

a. Study guides, tests, syllabi, bibliographies, texts, books, and articles.

b. Films, filmstrips, photographs, slides, charts, transparencies, illustrations, and other visual aids.

c. Programmed instructional materials.

d. Audio and video recordings.

e. Simultaneously recorded live audio and video broadcasts.

f. Dramatic, choreographic, and musical compositions.

g. Pictorial, graphic, and sculptural works.

h. Computer software, including computer programs, procedural design documents, program documents, and databases as defined below: *[ed. 7-00]*

(1) "Computer program" means a set of instructions that direct a computer to perform a sequence of tasks.

(2) "Procedural design document" refers to material that describes the procedural steps involved in the creation of a computer program.

(3) "Program document" refers to material created for the purpose of aiding the use, maintenance, or other interaction with a computer program.

(4) "Data base" means a collection of data elements grouped together in an accessible format.

i. Other copyrightable materials, including materials generated in the production of any of the above works.

B-2. Assignment of Ownership. ~~Faculty, staff members,~~UI employees and students retain all rights in the copyrightable materials they create except in the cases of "UI-Sponsored Materials" as defined in Subsection B-2-b below, materials subject to grant of a non-exclusive license to UI for public access as described in Subsection B-2-c below, materials covered by a Grant or Contract as discussed in Subsection E below, and materials covered by a valid written agreement between the natural person or persons and the UI as discussed in Subsection B-5 below. Faculty members, staff members, and students shall, consistent with Subsection G, assign rights in copyrightable materials claimed by UI under the above-identified exceptions and shall co-operate with reasonable requests from UI for the creation of any documents and records needed to vest and memorialize UI's rights, if any. *[rev. 7-09]*

a. Retention of Rights by ~~University~~ Faculty. Except as otherwise provided in Subsection B-~~2-b and B-2-c~~2, above,, the natural person or persons retain the rights to: (1) copyrightable works produced while on sabbatical leave; (2) course materials, study guides, and similar ~~materials~~works prepared by ~~University~~ Faculty in the furtherance of their instructional responsibilities at UI. *See* FSH 1565 D~~-~~G; and (3) works prepared by ~~University~~ Faculty as part of the general obligation to produce scholarly or other creative works ~~of the natural person or persons,~~ such as, but not limited to, articles, books, musical compositions, and works of art. *See* FSH 1565 C-2. *[rev. 7-09]*

b. UI-Sponsored Materials. Materials are "UI-Sponsored Materials" within the meaning of this policy, and shall be and are assigned to UI consistent with Subsection G, if the natural person or persons: (1) ~~was commissioned specifically~~prepared the work as part of his or her employment duties at UI~~, excluding those works identified in B-2-a;~~ (2) was specially ordered or commissioned in writing by UI or one of its distinct units to develop the ~~material as part of his or her employment duties and the writing states that the resulting works would be considered "UI Sponsored"; (2~~work; (3) received extra pay from UI to prepare the specific materials pursuant to a valid written agreement providing that the extra pay is consideration for the preparation of the specific materials; (~~3~~4) received release time from regular duties, not including sabbatical leave, to produce the specific materials; or (~~4~~5) made "substantial use" of UI resources in the creation or development of the specific materials, provided however that the use of UI resources ~~regularly and customarily~~openly available to ~~him/her as part of his/her regular employment or as part of his/her regular academic enterprise,~~the public shall not be considered "substantial use" of UI resources. Works identified in Section B-2-a of this policy shall not be considered, even if they otherwise fall within the definition of UI-Sponsored Materials, unless there is a valid written agreement between the University and the Faculty member providing for University ownership of specific work(s) or such disposition is contrary to the requirements of a sponsored program award. See Section E., below.

c. University Non-exclusive License for Public Access. In order to permit UI to comply with public access mandates established by federal law or federal agency or university policy (e.g. the National Institutes of Health Public Access Policy, Division G, Title II, Section 218 of PL 110-161 [Consolidated Appropriations Act, 2008]) and related terms and conditions of research agreements, ~~faculty, staff,~~UI employees and students accepting research grants or contracts from, and conducting research from United States federal agencies ~~shall~~do hereby grant UI an irrevocable, non-exclusive, non-transferable, non-commercial, royalty-free license in copyrightable materials produced as a result of such research, such license to be used solely to comply with public access mandates. This grant of non-exclusive license is deemed by UI to be a special arrangement for federal grants and contracts, per Subsection E below, and is not subject to the disposition of rights described in B-2-b or to negotiation under Section B-5 below. *[add. 7-09]*

B-3. ~~Registration of Copyrightable~~UI Administration of UI Sponsored Materials. Absent a valid written agreement otherwise, UI Sponsored Materials are to be registered in the name of the Regents of the University of Idaho or its' assignee. UI, through the provost or ~~its~~his or her designee, has the right to file registrations of UI Sponsored copyrightable works. Additionally, UI, through the provost or the provost's designee, may market, protect, transfer, convey, license, or otherwise derive income from University-Sponsored Materials. The provost, or designee, shall undertake evaluation, protection, transfer, and commercialization of UI Sponsored Materials consistent with this policy and the policies of the Board of Regents of the University of Idaho, including but not limited to Idaho State Board of Education Policy Section V. Financial Affairs, Subsection M. Intellectual Property and the related Idaho State Board of Education Institution Technology Licensing Guidelines. In light of the university's educational mission and its role in the creation of the copyrightable materials, when entering into agreements to transfer, convey, or license the copyrightable works, the university may retain an irrevocable, non-exclusive, non-transferable, royalty-free license in University-Sponsored Materials.

B-4. Royalties and Income.

a. Out of the gross receipts from royalties and other income from sale or ~~rental~~licensing of UI Sponsored Materials, the UI, college, department, other unit, or UI's designated agent may recover reasonable expenses that it incurred in the development, marketing, or dissemination of the materials.

b. Absent a valid written agreement to the contrary, the net proceeds are distributed as follows: 40 percent to the natural person or persons, 40 percent to UI or its designated agent, and 20 percent to the ~~,~~college or service unit of the natural person or persons. In the event that any UI Sponsored Material is a jointly authored work, the portion of the net proceeds allocated to the natural person or persons, 40 percent, shall be divided among the original authors of the UI Sponsored Material and the portion of the net proceeds allocated to the college or service unit of the natural person or persons, 20 percent, shall be divided among the appropriate colleges and/or service units. At least half of the share allocated to the college or other unit is given to the department of the natural person or persons for use in furtherance of its goals.

c. ~~UI retains a right to royalty-free internal use of any materials designated UI Sponsored under this policy.~~Allocation and distribution of any royalties or other income from a jointly authored work constituting UI Sponsored Material and to which ownership vests in UI and another third party shall be made in accordance with a written agreement between UI and the third party. UI's portion of royalties or other income distributed to UI pursuant to such an agreement shall be distributed within UI following the schedule set forth in Section B-4(b), unless subject to a prior agreement between UI and the UI original author(s) of such works.

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B-5. Written Agreements.

a. The provost, or designee, represents UI in negotiating agreements with the natural person or persons pursuant to this policy. The natural person or persons ~~of~~who authored the copyrightable material may negotiate with the provost and arrive at a mutually agreeable contract. The provost consults with the dean or departmental administrator of the department of the natural person or persons in drafting these agreements. (For purposes of this policy, "dean" includes persons with equivalent administrative capacities.)

b. Valid written agreements concerning copyright ownership, use of copyrighted materials, and distribution of royalties and income from copyrightable works which are entered into by one or more natural person or persons and the provost, or designee, supersede the provisions of this Section 5300. ' To be valid, such agreements must (1) comply with the terms of any relevant Grants or Contracts as discussed in Subsection E below, (2) comply with the policies of the UI Board of Regents, and 3) comply with Idaho state and federal law. *[rev. 4-08]*

c. The provost, or designee, represents UI in negotiating and exercising agreements with third parties with respect to the transfer and/or commercialization of UI Sponsored Materials.

B-6. Use of UI-Sponsored Materials. Use of UI Sponsored Materials under this policy is subject to the following conditions:

a. ~~**Internal Use.** Internal use is use by anyone employed by UI, or attending the UI as a student, while acting within the scope of his or her employ or academic enterprise, or any agent of UI acting within the scope of his or her agency, either directly or through a grant or contract, or by any UI unit. Internal use of UI Sponsored Materials for the same general purpose for which they were developed, and revision of such materials, do not require the prior approval or notification of any of the natural person or persons. However, for~~For as long as any natural person or persons involved in the creation or development of UI Sponsored Materials remains a UI employee or student, such natural person or persons may, in a professionally appropriate manner, propose revisions of the material.

~~**b. External Use.** External use is any use other than that defined in Subsection B-6-a. above. Licensing or sale of UI Sponsored Materials for external use must be preceded by a valid written agreement between the natural person or persons and UI or the UI's designated agent specifying the conditions of use, and including provisions concerning updating or revision of the materials.~~

B-7. Protection.

a. Allegations of unauthorized use or copyright infringement of UI Sponsored Materials should be made to the Intellectual Property Committee for investigation. The committee will recommend appropriate action to the provost.

b. If such action is initiated by UI alone or in concert with the natural person or persons, the costs are borne by UI or UI's agent. Proceeds from the action in excess of costs are shared as provided in Subsection B-4-b.

c. If the natural person or persons involved in the creation or development of the allegedly infringed intellectual property desires to institute a suit and UI decides not to act, UI will co-operate either by assigning to the natural person or persons such rights as are necessary for the natural person or persons to pursue redress or by some other reasonable method acceptable to UI. The costs of the suit will be born by the natural person or persons desiring to sue, who will also obtain any monetary relief obtained from the alleged infringer due to the prosecution of the suit.

B-8. Liability. ~~When either UI or the natural person or persons involved in the creation or development of materials copyrighted by UI or its assignee is alleged to have violated personal or property rights, UI or its designated agent assumes responsibility for the defense against such allegation and the satisfaction of any judgment rendered against UI or the natural person or persons except insofar as liability of governmental entities is limited by Idaho Code 6-903 as currently written or later amended.~~Defense of claims against UI employees arising from creation, development or use will be governed by the Idaho Tort Claims Act.

B-9. Waiver. Any person involved in the development of copyrightable materials governed by Section 5300 B waives any claim that otherwise legal use of the material by UI, its agents, employees, or distinct units, creates legal liability by UI, its agents, employees, or distinct units on any theory of indirect liability for allegedly infringing actions of third parties. *[ed. 4-08]*

C. PROTECTABLE DISCOVERIES. "Protectable Discoveries," for purposes of this Section 5300 is defined to include anything which might be protected by utility patent, plant patent, design patent, plant variety protection certificate, maskwork, or trade secret. All Protectable Discoveries made by UI employees or students at any of its facilities in the course of programs carried on by UI or made by persons in the course of working on such programs or projects under contracts or agreements with UI belong to UI. The natural person or persons involved in the creation or development of such Protectable Discoveries shall and do(es) hereby assign to UI, as required by Subsection G., all such (1) Protectable Discoveries, (2) applications for legal protection of such Protectable Discoveries, and (3) utility patents, plant patents, design patents, and plant variety protection certificates resulting from such Protectable Discoveries. Absent a valid written agreement to the contrary, any Protectable Discoveries made by UI employees, students, or such other natural person or persons identified above with the use of facilities (other than ~~library resources, normal office use, incidental use of the UI internet network consistent with UI internet use policy, and other facilities for which the person has paid use fees~~those resources openly available to the public) owned by UI or made available to it for project or research purposes are deemed to have been made in the course of working on a research program or project of UI.

C-1. Ownership by Other Than UI. A Protectable Discovery ~~made~~conceived and reduced to practice by a natural person or persons wholly on his or her own time outside of his or her duties at UI and without the use of UI facilities (other than ~~library resources, normal office use, incidental use of the UI internet network consistent with UI internet use policy, and other facilities for which the person has paid use fees~~those resources openly available to the public) belongs to that natural person or persons, even though it falls within the field of competence relating to the person's UI position. This provision also allows any Protectable Discovery made by a natural person or persons in the course of private consulting services carried out by the person in conformance with the UI's policy on professional consulting and additional workload [see 3260] to be assigned to the consulting sponsor.

C-2. UI Processes. All Protectable Discoveries made by a natural person or persons in the course of working on a UI research program or project must be submitted to the Office of Technology Transfer (OTT). If a Protectable Discovery is accepted by OTT for development, management, marketing, licensing, or assignment in any manner for the purposes of this policy, OTT must ensure that such property is conveyed, assigned, or transferred to UI. OTT shall have full power to manage such rights and to enter into contracts and licenses concerning such rights, including the right to join in agreements with other nonprofit intellectual property-management entities. At its discretion, UI shall, through OTT, initiate and control the prosecution of patents on or otherwise secure the legal protection of Protectable Discoveries subject to assignment to UI under this policy. OTT shall be responsible for financing associated with such Protectable Discoveries, including but not limited to the payment of legal fees associated with the prosecution and/or protection of such Protectable Discoveries. In those circumstances in which OTT decides to seek legal protection for Protectable Discoveries, OTT shall provide direction to and shall be responsible for payment of legal counsel engaged by UI. OTT may, however, enter into alternate arrangements for legal protection of Protectable Discoveries by third parties, through written agreement with such third parties. OTT shall undertake protection and commercialization of Protectable Discoveries consistent with this policy and the policies of the Board of Regents of the University of Idaho, including but not limited to Idaho State Board of Education Policy Section V. Financial Affairs, Subsection M. Intellectual Property and the related Idaho State Board of Education Institution Technology Licensing Guidelines. *[rev. 7-97, 7-06, 4-08]*

a. Upon submission of intellectual property to OTT, OTT must make a formal written decision to pursue commercialization for that property within three months. If OTT does not file for protection of the intellectual property within eighteen months of the date the disclosure was submitted, the rights shall be evaluated for return to the inventors. If OTT submits a provisional patent application for intellectual property protection, a "full" and non-provisional patent application must be submitted within nine months of the date of the submission of the provisional patent. *[add. 7-97; ed. 7-98, rev. 4-08]*

b. The OTT shall submit semi-annual reports, as long as UI owns the property, to both the inventor/natural person or persons of and to the college or center where the inventor(s) are located. The report will include on 1) the status of the application until such time that protection is granted, 2) the marketing activities for the property being serviced, and 3) an accounting for funds received from the property. In the event that OTT has been unsuccessful in transferring a property or filing a patent application within three years after its first acceptance, OTT must notify the college or center and inventor(s) in writing. *[add. 7-97, rev. 7-06, 4-08]*

c. If OTT determines not to pursue commercialization of a Protectable Discovery, the University may elect , subject to controlling federal law, including but not limited to 37 CFR 401 ("Bayh-Dole"), to reconvey, assign and transfer the Protectable Discovery to the natural person or persons (inventors) involved in the creation of the intellectual property. *[rev. 4-08]*

d. OTT may, in furtherance of the dissemination, use, or commercialization of UI Protectable Discoveries, engage in a range of activities including but not limited to: granting exclusive or non-exclusive licenses; assigning rights in Protectable Discoveries; entering into contracts with third parties to provide controlled access to information concerning Protectable Discoveries, materials closely related to Protectable Discoveries, or Protectable Discoveries; negotiating for acceptance of an equity interest by the Idaho Research Foundation in a company licensing a Protectable Discovery; offering guidance with respect to business planning; or making University facilities available for further development of licensed UI Protectable Discoveries or business incubation, subject to contract.

C-3. Proceeds. OTT will make provision to share the net proceeds, management, and licensing of any Protectable Discovery as follows: *[ed. 4-08]*

a. Legal and development expenses incurred by OTT will be reimbursed first out of the net proceeds, prior to any distributions. *[rev. 4-08]*

b. Absent a valid written agreement to the contrary, the net proceeds in excess of legal and development expenses shall be distributed as follows: 40 percent to the natural person or persons; 40 percent to OTT; and 20 percent to the college or service unit of the natural person or persons. At least half of the share allocated to the college or other unit is given to the department of the natural person or persons for use in furthering its goals. *[rev. 4-08]*

C-4. Ownership Questions. Questions as to the ownership of a Protectable Discovery or division of proceeds between persons involved in development of such discoveries and departments are referred in the first instance to the Intellectual Property Dispute Committee. The disputes will be decided in accordance with Section 5300(D).

D. DISPUTE RESOLUTION. From time to time, disputes will inevitably occur concerning ownership of the intellectual property (copyrights and Protectable Discoveries) contemplated in this Section 5300. Resolution of such disputes shall be achieved by the following procedure:

D-1. Intellectual Property Dispute Committee. The Intellectual Property Dispute Committee (IPD Committee) shall be an Ad Hoc Committee formed when necessary by appointments made by the Provost, in consultation with the Chair of Faculty ~~Council~~Senate and the President of the Graduate and Professional Student Association (GPSA). Normally the IPD Committee shall be composed of five faculty members and two graduate students. The Provost shall appoint the chair from among the faculty members. In the event the GPSA shall fail to appoint one or more student members, the IPD Committee may nonetheless be formed by the Provost and conduct business without the GPSA student representatives. *[ed. 1-10]*

D-2. Recommendation by the Intellectual Property Dispute Committee. The IPD Committee considers, investigates, and makes recommendations toward resolution of disputes concerning (1) ownership of copyrightable materials and Protectable Discoveries, and (2) allegations or unauthorized use or copyright infringement of UI Sponsored Materials. It reviews all relevant evidence submitted to it before making its recommendation to the provost. The IPD Committee's recommendation is to be made no later than 60 days after receiving the matter for consideration. The IPD Committee's recommendation is determined by a majority of all its members voting by secret ballot at a meeting at which over one-half its appointed members are present. No member may participate in any matter in which his or her ownership rights are being determined.

D-3. Decision by the Provost. After receiving the recommendation of the IPD Committee, the provost makes a decision concerning ownership or infringement. The provost's decision is made no later than 30 days after receiving the IPD Committee's recommendation. That decision is transmitted in writing to the natural person or persons and to his or her departmental administrator and dean.

D-4. Appeal of the Decision of the Provost. The decision of the Provost may be appealed to the President of the University. Further appeals shall be made as from any other decision of an administrative body under the laws of the State of Idaho in effect from time to time.

E. SPECIAL ARRANGEMENTS ~~FOR FEDERAL, STATE, AND PRIVATE GRANTS~~. Nothing in this policy shall prevent UI from accepting research grants from, and conducting research for, agencies of the United States upon terms and conditions under applicable provisions of federal law or regulations that require a different disposition of rights in any form of intellectual property. Moreover, nothing herein shall prevent cooperative arrangements with other agencies of the state of Idaho for research. Where receipt of a grant in support of research from any nonprofit agency or group may be dependent upon acceptance of terms and conditions of the established intellectual property policy of the grantor that differ from those stated herein, UI may specifically authorize acceptance of such grant upon such terms and conditions. UI may also specifically authorize contractual arrangements with an industrial sponsor for different disposition of rights in any form of intellectual property resulting from its sponsored research. UI may assign and license intellectual property rights to any third party, regardless of whether that third party is a research sponsor.

F. RECORD-KEEPING. See Section 5500 for record-keeping procedures that are recommended in order to safeguard the property rights of UI or the faculty member in research and potentially patentable results.

G. PRESENT ASSIGNMENT OF RIGHTS IN INTELLECTUAL PROPERTY. All intellectual property to which UI claims ownership by this policy shall belong to UI, and UI employees, students, and other persons subject to this policy do hereby assign to UI all rights, including future rights, in intellectual property to which UI claims ownership by this policy or as otherwise required by policy of the UI Board of Regents, and in any related application for legal protection of such intellectual property. Any person assigning intellectual property to UI subject to this Section G. shall cooperate fully with UI in in preserving, perfecting, and protecting legal rights associated with such assigned intellectual property. Such cooperation may include, but is not limited to the execution, of confirmatory assignment to the University of particular intellectual property.

~~[For form of employment agreement concerning patents, see 5400.]~~

Document comparison by Workshare Compare on Tuesday, October 27, 2015 8:31:08 AM

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Moved to	1
Style change	0
Format changed	0

Total changes	98

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #13

3:30 p.m. - Tuesday, December 1, 2015
Brink Hall Faculty-Staff Lounge & Scopia

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #12, November 17, 2015 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

Benefits Advisory Board (Hrdlicka)
Classification Task Force (Foisy)
Information Technology Committee - Scopia (Brown)
University Budget & Finance Committee (Brandt)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

- **FS-16-016 rev:** FSH 3320 – Faculty Evaluation (Crowley)(vote)

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #12
FS-16-016

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #12, Tuesday, November 17, 2015

Present: Anderson, Boschetti, Brandt, Brewick, Brown, Caplan, Couture (Boise), Crowley (w/o vote), Flores, Foster, Hiromoto (Idaho Falls), Hrdlicka, Jeffery, LaPrath, Mahoney, Nicotra, Royer, St. Claire, Stoll, Teal, Stevenson for Wiencek (w/o vote), Wolf. **Absent:** Adams, Barbour, Chung, Folwell, Godfrey (Coeur d'Alene), Latrell, Murphy, Perret, Wiencek (w/o vote). **Guests**: 7

Chair Teal called meeting #12 to order at 3:31. A motion (Brewick/Royer) to approve the minutes for the meeting on November 10, 2015 passed unanimously.

Chair's Report: Chair Teal announced that the University Faculty Meeting scheduled for December 3, 2015 had been canceled. There were not many actionable items to vote on and several important items that will be coming to the Senate will not arrive in time for a December UFM. There is a possibility that a UFM will be scheduled in February. He also reminded Senators that the Provost Office must have the nominations for the University Promotions Committee right away. We are still waiting on nominations from several colleges.

Provost's Report: Vice Provost Jeanne Stevenson emphasized that nominations for the University Promotion Committee need to be in right away. She also noted that the Strategic Planning Task Force was beginning its work. She encouraged people to go to the website to look at developments regarding the strategic plan. She also briefly discussed the use of Yellow Dig and Sli-Do which are technologies being used to enhance participation. She also noted that there will soon be an Alumni Survey going out to gather feedback on the strategic plan.

FS-16-014a (UCC-16-019): This proposal changes the name of a minor from Conservation Social Sciences Minor to Natural Resource Conservation Minor. This is being done to match the degree in Natural Resource Conservation. The proposal passed unanimously.

FS-16-014b (UCC-16-019): This proposal is to discontinue the Certificate in Fire, Ecology, and Management. Professor Alistair Smith was invited to speak to this proposal. The Department of Forest, Rangeland, and Fire Sciences voted to remove the undergraduate certificate because there was a minor in Fire Ecology and also a graduate certificate with the same name. This proposal passed unanimously.

FS-16-015 (UCC-16-018) Martin School Reorganization: Chair Teal invited Brian Ellison the Director of the Martin School to discuss the proposed reorganization of the Martin School. Professor Ellison discussed the current structure of the Martin School which includes Political Science, Philosophy and the International Studies program. The Dean of CLASS asked him to Chair a task force to consider reorganization. The resultant proposal would bring the International Studies program together with the department of Modern Languages and Culture into a newly titled Martin School of Global Studies. The other part of the reorganization would bring Political Science and Philosophy together into a new department of Politics and Philosophy. Professor Ellison noted that the faculty of these various departments and programs were fully in support of these changes. A Senator asked about whether there was a common space for these programs. Professor Ellison responded that the departments and programs were scattered around the 2nd and 3rd floors of the Administration Building. Another Senator wondered about economies of scale and whether there were costs to this reorganization. Professor Ellison mentioned that there would be some cost savings. Following a suggestion that there would be curriculum changes coming forward shortly, a Senator asked about the nature of those changes. Professor Ellison noted that coming curriculum changes were a response to assessment not really the proposed reorganization. Both Philosophy and Political Science would continue to offer separate majors and minors. Future curriculum changes would involve more cross-listing of courses between the two programs. The proposal to reorganize passed unanimously.

Contingent Faculty Task Force Report: Former Senator and current Dean of Engineering, Larry Stauffer, was invited to discuss developments on this task force. He noted that due to pending changes to the Fair Labor Standards Act it was thought best to separate the discussions of contingent faculty and contingent staff. Dean Stauffer stated that the task force will be hosting four open sessions in the next week to provide input into issues related to contingent faculty. He suggested that he had been surprised at how many differences existed on campus regarding the status and benefits of contingent faculty. Dean Stauffer suggested that we might distinguish between those who taught courses as part of a career ambition and those who taught courses more as a recreational hobby. Some Senators suggested that this distinction didn't really capture what we should be concerned about. The resultant discussion focused on when a contingent faculty member might be eligible for benefits and when they might be expected to have rights to participate in the decisions of a unit. There were also several comments suggesting that the contributions of contingent faculty frequently went unrecognized. Acknowledging that providing benefits to contingent faculty can be costly, a Senator suggested that the new consolidated fringe pool discussed last week might help in this regard. As the conversation came to a close Dean Stauffer promised to return with some specific proposals at a later date.

Dean of Students Office: Chair Teal introduced the new Dean of Students Blaine Eckles. Dean Eckles provided an overview of the wide-ranging services and activities of the Dean of Students Office. He emphasized that their primary function was to be advocates for students. His office handles a variety of student activities including Greek life, crisis prevention, and student discipline. They seek to facilitate getting help for students and to help them navigate the university bureaucracy. When asked about trends across universities in this area, Dean Eckles noted that crisis intervention receives a lot more attention now than in the past. He also mentioned changes in what was required by Title IX and student disciplinary procedures. In response to another question Dean Eckles emphasized that his office would like to talk to any students who were struggling, or needed help in dealing with issues on campus. He encouraged anyone with questions to email askjoe@uidaho.edu.

Fall 2015 Graduates: A motion (Brewick/Foster) to approve the list passed unanimously. (Note: There was a question raised about a student on the list and whether he had met all the requirements. Several Senators agreed to look into the question.)

FS-16-016: FSH 3320—Faculty Evaluation: Chair Teal asked Don Crowley to explain the proposed edits to 3320. He explained that last year a Dean had suggested that the process required when a tenured faculty member received a "below expectations" evaluation wasn't as clear as it could be. In response, the faculty secretary's office was proposing a slight edit to 3320 section B and 3320 section C to clarify the process. The changes to C try to highlight that the same steps outlined in B apply to a tenured faculty member. The proposed changes in B-1 seeks to clarify the role of the unit administrator in suggesting sources of help for the faculty member. Several Senators raised questions as to whether the proposed changes to B-1 might still be problematic. The concern raised was that perhaps we were asking unit administrators to be overly speculative about the causes of the poor performance. The discussion that followed centered on how the section might be worded so that a unit administrator might provide the necessary resources and help without being too speculative about the causes of a problem. With the hour getting late it was suggested that we might try to reword this section and take it up at the next meeting. A motion (Stoll/Hrdlicka) to postpone the discussion until the next meeting passed with no objections and two abstentions.

Adjournment: A motion (Wolf/Mahoney) to adjourn passed unanimously at 5:03.

Don Crowley, Faculty Secretary and
Secretary to the Faculty Senate

Information Technology Committee

Background: The U of I switched to the new videoconferencing system and disbanded central technical support and scheduling because of lack of funds to cover the old system that was overseen by IT. Individual units are now responsible for providing their own equipment and technical personnel, and there are several rooms on campus that have been updated with modern hardware. A committee evaluated vendors who could provide a less expensive solution for videoconferencing software and internet services, and chose Scopia because it seemed more reliable, easier to use and less expensive than other choices. Currently, IT is waiting for the administration and faculty to decide the academic needs (eg, distance education) for which videoconferencing will be used, because these decisions will impact IT's proposed solutions.

1) what are the specific issues/problems with Scopia

We have changed this question to read, "what are the specific issues/problems with videoconferencing" because problems with Scopia are only one part of the whole. Video-conferencing depends upon having quality hardware that can pick up and deliver audio and video. It depends on an internet bridging service that can efficiently move audio and video between multiple locations; Scopia provides that bridging service. Videoconferencing also depends upon the knowledge of those who are setting up and using the equipment and software.

Although units in Boise and at other locations have newer video equipment, units with videoconferencing capabilities on the Moscow campus are largely working with older equipment. Properly engineered rooms have fewer problems with video and audio quality because they were designed with the correct equipment for the space. Mobile videoconferencing equipment has restricted capabilities, because they are designed for smaller spaces than those in which they are often used. Boise's newer video equipment is also becoming outdated. It might help if it were easier to schedule the rooms that are set up for videoconferencing, but scheduling is by unit.

There have been issues with getting Scopia to work properly. Scopia has been very responsive to fixing these issues, which often are caused by outdated video equipment. One important problem was with recordings that were often lost or terminated; Scopia believes that they have fixed the recording problems. Although the videoconferencing facilities in Boise have also had problems with recording sessions, they are not experiencing the other problems that Moscow is, probably due to their newer equipment.

The third part of the videoconferencing whole, is the technical expertise to run the video equipment. The units with videoconferencing equipment employ individuals with the expertise to run their equipment. IT no longer provides a central service supporting videoconferencing, although they will provide mobile services for a fee. Providing technical information on the IT website is difficult because equipment isn't standardized across units, and there are security concerns related to advertising specific details. However, it would help to have some type of easily accessible information about video-conferencing on the UI website so that answers to questions about who to contact for assistance with scheduling or technical problems can be found quickly.

2) can Scopia solve the issues

As mentioned above, Scopia has been very responsive to fixing the issues that have arisen. Boise reports few problems once the system was setup.

3) are there other solutions

Several units (Engineering, Science, to name two) do not use Scopia for videoconferencing, relying upon other methods such as Skype, Google Hangouts, Zoom and Go-To-Meeting. These resources work well for collaboration, but do not work well for classroom or state-wide meetings. IT believes that other bridging services would have the same problems that Scopia is having, and therefore it is not worth changing vendors until U of I Moscow has a firm plan for distance education.

1) GIS/Scopia provides core functions previously provided by the U of I operated bridge

There are many U of I events every day that depend on the GIS/Scopia system.

a) Bridging multiple sites

Most videoconference units in the university are limited to a single connection. Many classes and events involve multiple sites.

b) Avoiding firewall problems

The bridge capability is often necessary when connecting to non-UI sites because of firewall restrictions at many sites.

2) GIS/Scopia has provided some enhanced capability that we did not have with the old bridge system

There is a lot of functionality that we did not have before and users are starting to take advantage of them.

a) High definition video

The GIS/Scopia system runs at HD720 while the old system ran at SD480. This is a substantial improvement in video quality and lets us take better advantage of newer video equipment at many university locations.

b) PC/Mac/mobile device support

The GIS/Scopia system integrates videoconferencing on the high end systems in many university locations with a more distributed solution based on personal devices. This has already been used in ways that were not possible with the previous system. We have barely started to tap the potential here.

(i) Connecting U of I classes or events to external locations that don't have VC capabilities (example Law classes connecting to external Law firms for guest speakers).

(ii) Providing convenient access at home for students with special needs or who are ill or injured.

(iii) Lower cost "VC lite" rooms that are much cheaper than conventional videoconference rooms

c) Programmable connections

The system can be programmed in advance to connect to sites at a designated time. This has been used in locations where there is not always a technician available to operate the video equipment.

d) Easy recording of videoconferences

This could be a very valuable new capability. To date, it has been problematic (but we did not have it at all with the old system).

3) There have been problems with some of the GIS/Scopia functions, and there are some improvements that we will need in the near future.

There have been some real problems with the system. Most of these are around capabilities that we didn't even have on the old system.

a) Recordings

There have been multiple problems with audio/video synchronization and with lost or aborted recordings. These are being worked on by GIS and Avaya but progress has been slow. For groups that have moved quickly to use these new capabilities, they are having serious problems. It might be best for us to take a more cautious approach to adopting new functionality.

b) 1080HD

We need to see further improvements in video quality to keep up with the newer hardware being installed at many university locations.

4) Many of the problems users experience are not due to the GIS/Scopia system.

When we switched to the new system, U of I also disbanded the central technical support and scheduling group. Much of the dissatisfaction from users comes not from technical problems with the GIS/Scopia system, but because of lack of U of I technical support or U of I business process problems.

a) No central technical support

All of the centers and several units have technical support for videoconferencing, but many units are not covered. This is especially a problem in Moscow. There are no good self-help facilities; and providing technical information on the IT website, for instance, is difficult because equipment isn't standardized across units.

b) No central videoconference facilities/aging facilities

There are no centralized videoconference facilities in Moscow. If units do not purchase and operate them, they do not have access to them other than on a "ask as a favor" basis from units that do own them. Several units (Engineering, Science, to name two) do not use Scopia for videoconferencing, relying upon other methods such as Skype, Google Hangouts, Zoom and Go-To-Meeting. Much of the hardware in use is outdated.

c) No central scheduling support

Again, all of the centers and the units with videoconference facilities have people who do scheduling for videoconferencing. If you are not in one of the centers or those units, it is very difficult to figure out how to arrange a videoconference.

MEMORANDUM

To: Provost Council, University of Idaho Community
From: University Budget & Finance Committee
Date: November 10, 2015
Re: Funding Requests

Under the guidance of President Staben's directive to improve and incentivize our budget process, Provost Wiencek and Vice President for Finance Foisy have charged the University Budget and Finance Committee (UBFC) with soliciting and evaluating requests for both new continuing funding and for one-time funding exceeding $100,000 from all areas of the University of Idaho.

By way of background, each year the State Board of Education (SBOE) announces its budget priorities in April. The University then quickly evaluates its needs and shapes its state budget request to fit the SBOE's announced priorities. The UI state budget request items are presented to the SBOE's budget committee in May and the budget request is approved by the SBOE at the June meeting. Once UI requests become part of the budget request approved by the SBOE, the entire budget request moves forward through the state legislative process. Individual requests eventually may become part of budget proposals by both the Governor and the Joint Finance and Appropriations Committee in the next legislative session.

The goal of the University is to develop a transparent process by which all areas may make requests for both new continuing funding and for significant one-time or short-term strategic investments. The goal is to evaluate and prioritize budget requests prior to the announcement of SBOE budget priorities in April. This process will create a pool of requests to inform not only the state budget request process but also to identify internal investment opportunities. The process will allow diverse proposals to percolate through the UI. It also will position the UI to make a more strategic and robust set of requests to the SBOE in the annual UI budget request to the SBOE.

In order to move forward expeditiously, the UBFC has developed the attached Funding Request form and optional Budget Detail form. Any area desiring new continuing funding for fiscal year 2018, or desiring one-time/short-term funding in excess of $250,000 for fiscal year 2017 should complete this form according to the guidelines below.

Guidelines

1. Funding Requests from academic units must be submitted to the Dean of the College. Other areas of the UI should submit Funding Requests to the Vice President in charge of the area. Funding Requests for those areas reporting directly to the President should be submitted to Brenda Helbling. Deadlines for the initial submission of requests to the Deans and Vice Presidents will be determined by each Dean and Vice President. Each Dean and Vice President will evaluate the requests, and will possibly group and combine overlapping requests. ***Funding Requests are due to the UBFC from the Deans and Vice Presidents by 5:00 pm on Friday, January 15, 2016.*** Funding Requests received after that deadline most likely will not be considered by the UBFC.

2. This Funding Request Form is for:
- Requests for new continuous funding. Requests will be considered for internal funding or inclusion in the University's state budget request to the SBOE for the fiscal 2018 budget.

- Requests for new one-time funds. Requests will be considered for inclusion in the SBOE's request to the legislature for the fiscal 2018 budget or will be considered for funding through internal resources and/or re-allocations during fiscal year 2017.

3. This first cycle of requests will be evaluated by the UBFC based on their alignment with one or more of the goals for the UI announced by President Staben:

- Transformative Education – Improving recruitment and/or retention
- Ideas that Matter – Accelerating research success
- Building our Team – Investing in our people

These goals were announced by President Staben in his address to the University Faculty on September 16, 2015 and in his State of the University address on October 5, 2015. Both speeches can be streamed from the president's website at http://www.uidaho.edu/president/communications/presentations. A one page summary of the goals is included with this memo and the Funding Request form.

In future years, funding requests will be evaluated based on their alignment with the UI Strategic Plan and the President's announced goals and plans for implementation of the strategic plan.

4. The Funding Request Form includes a request for basic budget information. In addition, the form contains a Budget Detail worksheet. The Budget Detail worksheet is not linked to the Funding Request. Completion of Budget Detail worksheet is not required in order for the UBFC to consider a Funding Request. However, if a Funding Request is prioritized to become part of the University's budget request to the SBOE, the detailed budget information will be required.

Funding Request Form

University of Idaho

Request Title ______________________

Primary Requester/Unit: ______________________ **Request Date** ______________

Unit Administrator Approval (Dean/VP) ______________________

FUNDING REQUEST DESCRIPTION - Describe the initiative and the goals behind this funding request. (1000 characters or less)	**TOTAL FUNDING REQUESTED:**	**$ 86,861**

BUDGET RECAP	**YEAR 1 AMOUNT**	**YEAR 2 AMOUNT**	**YEAR 3 AMOUNT**	**3 YEAR TOTAL**
PERSONNEL	$ 20,800	$ 20,800	$ 20,800	$ 62,400
TEMPORARY HELP	-	-	-	-
FRINGE BENEFITS	8,154	8,154	8,154	24,461
TRAVEL	-	-	-	-
OPERATING EXPENSES	-	-	-	-
EQUIPMENT	-	-	-	-
OTHER (DESCRIBE)	-	-	-	-
REQUEST BUDGET TOTAL	$ 28,954	$ 28,954	$ 28,954	$ 86,861

SUPPLEMENTAL FUNDING: Will you be reallocating Unit funding towards this initiative as well? If so please indicate the amounts by year:

UNIT FUNDING:	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 15,000.00

FUNDING REQUEST TYPE - What is this request for?

- ☐ Project — Are there any ongoing costs as a result of this project? YES ☐ NO ☐
- ☐ New service or program - ongoing/permanent
- ☐ New service or program - fixed length — Specify length: ______________
- ☐ Increased support for existing service or program - ongoing/permanent
- ☐ Increased support for existing service or program - fixed length — Specify length: ______________
- ☐ Other — Describe ______________________

RATIONALE - Why is this initiative being pursued? (1000 characters or less)

ALIGNMENT WITH ONE OR MORE OF THE PRESIDENT'S GOALS (Transformative Education, Ideas that Matter and/or Building the Team) (500 characters or less)

RISK - What are the risks associated with this initiative, if it receives funding from this request? (500 characters or less)

RISK - What are the risks if this request is not funded? (250 characters or less)

SUSTAINABILITY/LONG TERM PLAN - Address any long term funding plans for this initiative. Is this initiative expected to produce a return on investment? If so, how long will it take before a return is realized? How will this initiative be sustained if it continues to grow and improve? What is the plan if the initiative is unsuccessful? (1000 characters or less)

OUTCOMES ASSESSMENT - Provide sample metric(s) or quality measurement(s) that will indicate that the funding received successfully accomplished the goals of the initiative. (500 characters or less)

BUDGET REQUEST DETAIL

This form is not required for initial submittal but may be used as a tool for developing totals for the Budget Recap section of the required Funding Request Form - this is not linked to the required form/totals must be carried over manually.

Fill in white areas below. Add as many additional lines as needed.

PERSONNEL SALARY DESCRIPTION - TITLE OR ROLE	YEAR 1 AMOUNT	YEAR 2 AMOUNT	YEAR 3 AMOUNT	3 YEAR TOTAL
Temporary Lab assistant	$20,800	$20,800	$20,800	$62,400
				$0
				$0
TOTAL PERSONNEL SALARY REQUEST	$20,800	$20,800	$20,800	$62,400

TEMPORARY HELP DESCRIPTION -TITLE OR ROLE	YEAR 1 AMOUNT	YEAR 2 AMOUNT	YEAR 3 AMOUNT	3 YEAR TOTAL
				$0
				$0
				$0
TOTAL TH REQUEST	$0	$0	$0	$0

FRINGE BENEFITS	YEAR 1 AMOUNT	YEAR 2 AMOUNT	YEAR 3 AMOUNT	3 YEAR TOTAL
TOTAL STUDENT SALARIES x .025				$0
TOTAL CLASSIFIED, TH SALARIES x .392	$8,154	$8,154	$8,154	$24,461
TOTAL FACULTY SALARIES x .316				$0
TOTAL FRINGE BENEFITS	$8,154	$8,154	$8,154	$24,461

TRAVEL DESCRIPTION	YEAR 1 AMOUNT	YEAR 2 AMOUNT	YEAR 3 AMOUNT	3 YEAR TOTAL
				$0
				$0
				$0
TOTAL TRAVEL REQUEST	$0	$0	$0	$0

OPERATING EXPENSES DESCRIPTION	YEAR 1 AMOUNT	YEAR 2 AMOUNT	YEAR 3 AMOUNT	3 YEAR TOTAL
				$0
				$0
				$0
TOTAL OE REQUEST	$0	$0	$0	$0

EQUIPMENT DETAIL	YEAR 1 AMOUNT	YEAR 2 AMOUNT	YEAR 3 AMOUNT	3 YEAR TOTAL
				$0
				$0
				$0
TOTAL EQUIPMENT REQUEST	$0	$0	$0	$0

OTHER DETAIL	YEAR 1 AMOUNT	YEAR 2 AMOUNT	YEAR 3 AMOUNT	3 YEAR TOTAL
				$0
				$0
				$0
TOTAL OTHER REQUEST	$0	$0	$0	$0
REQUEST TOTAL	$28,954	$28,954	$28,954	$86,861

UNIT FUNDING AVAILABLE TO SUPPLEMENT THIS REQUEST (IF ANY)

Describe the funding and include budget number(s) if available	YEAR 1 AMOUNT	YEAR 2 AMOUNT	YEAR 3 AMOUNT	3 YEAR TOTAL
Use OE funding in xxX201 to fund portion of salary	$5,000	$5,000	$5,000	$15,000
				$0
TOTAL SUPPLEMENTAL FUNDS	$5,000	$5,000	$5,000	$15,000

3320

ANNUALPERFORMANCE EVALUATIONS AND SALARY DETERMINATION
OF FACULTY MEMBERS
AND
PERFORMANCE EVALUATION OF ACADEMIC ADMINISTRATORS

PREAMBLE: This section contains those policies and their attendant procedures for those periodic reviews of performance that affect faculty members and academic administrators. Policies concerning performance evaluation were part of the original 1979 Handbook, but were completely rewritten in July 2002 and further refined in 2003. In July 2007 Form 1 underwent substantial revisions to address enforcement and accountability issues in the UI promotion and tenure process as well as align the form with the Strategic Action Plan. In January 2008 Form 1 was again revised to include a Disclosure of Conflicts statement to comply with FSH 6240. In 2009 this section was again revised to reflect recent changes to the faculty position description and evaluation forms to better integrate faculty interdisciplinary activities. In July 2010 B was added and FSH 1420 E-6 was incorporated into D to consolidate the evaluation process into one policy. In July 2014 changes were incorporated to ensure all faculty go through a review by their peers. Further information may be obtained from the Provost's Office (208-885-6448. [ed. 7-03, rev. 7-07, 1-08, 7-09, 7-10, 7-14]

CONTENTS:

A. ANNUAL PERFORMANCE EVALUATION AND SALARY DETERMINATION FOR FACULTY MEMBERS.

A-1. PERFORMANCE EVALUATION. Annual evaluation of the performance of each member of the faculty is primarily the responsibility of the faculty member and her/his unit administrator. Each unit will develop criteria in its bylaws for third-year and periodic review of its faculty (FSH 1520 II Section 1). The committee for all reviews will be defined in unit bylaws and will include tenure-track faculty (see FSH 3560 E-2 c). The materials listed in FSH 3560 E-2 a and b are critical and used by review committees when considering progress towards promotion (FSH 3560) and/or tenure (FSH 3520). The provost is responsible for preparing supplementary instructions each year, including the schedule for completion of the successive steps. The form to be used, "Annual Performance Evaluation Form 1: Evaluation of Faculty," is appended to this section. Personnel on international assignment see FSH 3380 C. *[rev. 7-03, 7-09, 7-14, ed. 7-10]*

a. Forms Distributed. Supplies of the form to be used in the evaluation process are procured by deans and unit administrators. The immediate administrative officer is responsible for ensuring that each faculty member receives the proper form together with a copy of the supplementary instructions. *[rev. 7-01]*

b. Performance levels for each criterion are described as follows: *[ed. 7-10]*

i. Exceptional Performance (5) is extraordinary performance well beyond that required relative to the position description.

ii. Above Expectations (4) represents performance that is better than expected relative to the position description. *[ed. 7-09, 7-10]*

iii. Meets Expectations (3) is the performance expected of a faculty member relative to the position description.

iv. Below Expectations (2) denotes performance that is less than expected of a faculty member relative to the position description and means improvement is necessary. A rating of below expectations in one or more criteria triggers procedures outlined in 3320 B or C. *[rev. 7-09, 7-10]*

v. Unacceptable Performance (1) is performance that is not acceptable relative to the position description and/or is inconsistent with the conditions for continued employment with the institution. Failure to meet these standards in any of the following ways will result in a rating of unacceptable performance: *[rev. 7-09]*

a) received a "1" rating the previous period but did not make the improvements required;

b) consistently violated one or more of the institution's standards for meeting the expectations of the position; or

c) violated one or more standards of conduct as specified in the *Faculty-Staff Handbook.*

c. Annual Report of Efforts and Accomplishments by Faculty Member. Each faculty member shall provide his or her unit administrator with the following materials for use in the annual performance evaluation:

(1) Current Curriculum Vitae

(2) UI Faculty Position Description for Annual Performance Review

(3) Written detailed summary report of faculty activity for the period of the annual performance review that compares accomplishments to expectations in the Position Description for the period under review *[rev. 7-09]*

(4) Other materials necessary to document efforts and accomplishments for the period under review. *[add. 7-01, ed. 7-10]*

d. Evaluation of Faculty by Unit Administrators. Unit administrators evaluate their faculty members. The performance of each faculty member during the review period is judged on the basis of the position description(s) in effect during that period. In the case of a faculty member holding joint appointments and/or involved in interdisciplinary activities, as described in the position description, in two or more academic or administrative units, it is the responsibility of the administrator in the faculty member's primary academic discipline to solicit and consider relevant information on job performance from other administrators with responsibility for the faculty member's work. [See also 3080 E-3.] *[rev. 7-09, ed. 7-10]*

Ratings are determined by comparing the faculty member's performance to the position description. The results of the student evaluation of teaching are carefully weighed and used as a factor in this evaluation. For each area of responsibility, the unit administrator shall describe the basis for her/his evaluation in assessing the faculty member's performance. The ratings and narrative are entered as indicated on the form. The annual evaluation score for a faculty member in Form 1 relates to the faculty member's performance evaluation relative to his/her position description. The overall unit average is provided to the faculty member upon request so that each faculty member can gauge his/her performance relative to other faculty members within the unit. After the unit administrator has completed ratings and narratives for all faculty for the review period, he or she shall provide the following items to each reviewed individual as they become available: *[rev. 7-03, 7-09]*

(1) a copy of the individual's annual evaluation form and narrative *[rev. 7-09]*

(2) if requested, comparative information to help assess performance evaluation and numerical ratings, including, but not limited to: *[rev. 7-09]*

(a) Frequency distribution for overall ratings for the unit

(b) Frequency distribution for overall ratings for the college *[rev. 7-97, ren. and rev. 7-01]*

e. Self-Evaluation and Conference. Each faculty member is given an opportunity to use the evaluation form (FSH 3320 Form 1) to make an evaluation of his or her own performance. The unit administrator shall provide each faculty member with the opportunity to meet to discuss the unit administrator's evaluation. (Suitable alternate arrangements are made for off-campus personnel.) The purpose of this meeting is to review and discuss the administrator's evaluation and the self-evaluation, if any. The unit administrator explains his or her ratings and narrative providing a formative assessment on progress towards tenure, promotion, and/or continued satisfactory performance related to the faculty member's performance during the year and any revisions in professional goals and objectives for the coming year. The faculty member and the unit administrator work to identify strategies to help the faculty member improve performance. The ratings may be modified as a result of the discussion. At the conclusion of the review process, each faculty member shall sign the evaluation form indicating that she/he has had the opportunity to read the evaluation report and to discuss it with the unit administrator. If the faculty member disagrees with the contents of the review, he/she shall be permitted to append a report to the unit administrator's evaluation, detailing the nature of the dissent. A copy of the administrator's final evaluation is given to the faculty member. *[ren. and rev. 7-01, rev. 7-09, ed. 7-10]*

f. College-Level Action. Copies of the performance evaluation materials forwarded by the unit administrator to the appropriate dean(s), for evaluation at the college(s) level, shall include: *[rev. 7-09]*

- a narrative evaluation on progress towards tenure, promotion, and/or continued satisfactory performance, *[rev. 7-09]*
- any evaluative comments provided by interdisciplinary/center administrators or from those administrators of faculty holding joint appointments, and *[rev. 7-09]*
- the evaluation form, *[rev. 7-09]*

If the unit fails to attach the narrative evaluation and evaluative comments, the college will return the materials to the unit. *[add. 7-09, rev. 7-10]*

If the faculty member files a dissent, the unit shall provide a copy to the dean. The dean shall arrange a meeting with the unit administrator and the faculty member to attempt to resolve the relevant issues. The dean enters an evaluation in the space provided on the evaluation form. A copy of that form is given to the faculty member and the original is forwarded to the Provost's Office for permanent filing [see FSH 1470 and APM 65.02]. A copy of the evaluation form is retained in the college office. If the dean concurs with the overall evaluation and rating of the faculty member by the unit administrator, no additional signature is required from the faculty member. *[rev. 7-09, 7-10]*

If there are any differences in any rating between the unit administrator and college dean, the dean shall attach a narrative stating the reasons for these differences, and a second and subsequent signature by the faculty member, acknowledging receipt of the dean's evaluation and rating, is required. The college shall forward the original evaluation form and narrative to the Provost's Office for permanent filing. If the college fails to attach the narrative, the provost will return the form to the college. A copy of the evaluation form is retained in the college office. If the faculty member disagrees with the Dean's evaluation and the disagreement cannot be resolved at the college level, either party may choose to refer the matter to the University Ombuds (FSH 3820). If the matter remains unresolved at the college level, the Provost shall be notified of the disagreement. *[ren. and rev. 7-01, rev. 12-06, 7-09, 7-10]*

A-2. SALARY DETERMINATION. This process is carried out at the departmental and higher levels of academic administration. [see FSH 3420.] *[rev. 7-09]*

B. PERFORMANCE BELOW EXPECTATIONS OF NON-TENURED FACULTY MEMBERS. *[add. 7-10]*

B-1. If the unit administrator determines that a non-tenured faculty member is performing below expectations, the unit administrator should consider the variety of possible causes, other than inadequate effort on the faculty member's part, that might be responsible for the performance. (see FSH 3190) *[ed. 7-09, rev. 7-10]*

~~It is not t~~The unit administrator, in consultation with the faculty member, should address ~~idering~~ the possible ~~'s role to diagnose the~~ causes of the problem, ~~but~~ should~~to~~ suggest sources of appropriate resources ~~professional help~~ and ~~to~~ encourage the employee to seek ~~such~~ such help~~[http://www.uidaho.edu/benefits/]~~. Faculty members and unit administrators may obtain referral information and advice from the University Ombuds and Human Resources. *[ed. 12-06, 7-09, 7-14]*

B-2. FIRST ANNUAL OCCURRENCE.

a. In the event that a non-tenured faculty member receives an annual evaluation concluding that he or she has performed below expectations (2 or lower) within one or more areas of responsibility, the unit administrator will, at the same time he or she delivers the performance evaluation, offer to meet with the faculty member to identify the reasons for the performance below expectations. At this meeting, the faculty member and the unit administrator will review the current Position Description and examine strategies that would permit the faculty member to improve his or her performance. *[rev. 7-09, 7-10]*

b. In the event that a non-tenured faculty member receives an annual evaluation concluding that he or she has performed below expectations (2 or below) in the overall score, the unit administrator will, at the same time he or she delivers the performance evaluation, offer to meet with the faculty member to identify the reasons for evaluating the performance as below expectations. At this meeting, the unit administrator will appoint a mentoring committee by selecting three individuals from a list of five faculty members nominated by the faculty member, or if the faculty member makes no nominations, will appoint three faculty members of her/his choosing. The mentoring committee's purpose is to help the faculty member improve performance. The members of the committee need not be drawn from the same unit as the faculty member. The faculty member or unit administrator may request that the University Ombuds attend meetings of the mentoring committee and faculty member. *[ed. 12-06, rev. 7-09, 7-10]*

B-3. TWO CONSECUTIVE ANNUAL ASSESSMENTS OF BELOW EXPECTATIONS. In the event of two consecutive annual evaluations concluding that the non-tenured faculty member has performed below expectations overall or within one or more areas of responsibility (2 or lower) the unit administrator will, at the same time he or she delivers the performance evaluation, arrange a meeting of the faculty member, the unit administrator and, in the unit administrator's discretion, the Dean of the College. The faculty member or the unit administrator may request that the University Ombuds attend the meeting. *[ed. 12-06, rev. 7-10]*

The intent of the meeting is to review:

a. the current position description and revise it if necessary to address the issues identified during the discussion. *[ed. 7-09]*

b. the strategies implemented in the previous year and to identify why the strategies did not result in the faculty member meeting expectations. The parties should re-examine strategies that would permit the faculty member to improve his or her performance. *[ed. 7-09]*

C. PERFORMANCE BELOW EXPECTATIONS OF TENURED FACULTY MEMBERS. Tenured faculty will follow the same process as described in B-1 through B-3 above. In addition, to identify and address specific problems early on, a tenured faculty member may be subject to a review as described in C-1 and C-2 below. The purpose of C-1 and C-2 is to assist the faculty member with getting back on track.

C-1. ANNUAL ASSESSMENT OF BELOW EXPECTATIONS. ~~In the event a tenured faculty member receives an annual evaluation of below expectations, the procedures described in B-1 through B-3 above will apply.~~ In the event of an overall score of 1, the provost may determine that further review of the faculty member's performance is required. This review will be conducted in accordance with the procedures prescribed in 3320 C-2. *[ren. and ed. 7-09]*

C-2. THREE CONSECUTIVE ANNUAL EVALUATION ASSESSMENTS OF BELOW EXPECTATIONS. In the event of three consecutive annual evaluations below expectations overall or within one or more areas of responsibility, or a pattern of below expectations evaluations over five years (a summary score of 2 or lower), the Dean shall initiate a formal peer review. *[rev. 7-09, ren. 7-10]*

a. Composition of the Review Committee. The Review Committee will consist of six (6) members, appointed as follows:

(1) The Faculty member will submit to the unit administrator a list of the names of three faculty members from within the unit and three tenured faculty members from outside of the unit. The unit administrator will submit a similar list to the faculty member. From the list given to the faculty member, he/she will select one person from inside of the unit and one from outside the unit. From the list given to the unit administrator, he/she will select one person from inside of the unit and one from outside the unit.

(2) The committee members will select as chair another faculty member from within the unit.
(3) The Ombuds or his/her designee shall be an ex-officio member of the committee. *[ed. 12-06]*

b. Timing of the Review. The review and recommendation(s) will be completed within sixty days of the annual evaluation.

c. The Review. The purpose of the review is to assess the level of performance of the faculty member and the unit administrator's evaluation of that performance. To that end, the committee shall assess the reasonableness of the previous evaluations and the appropriateness of the development plans, as well as any material submitted by the faculty member and the unit.

The faculty member and chair will provide the following materials to the committee:

- Updated Curriculum Vitae of the faculty member
- Position Descriptions for the past four years
- Annual evaluation materials submitted by the faculty member for the past three years
- Annual Evaluations of the faculty member by the unit head and the Dean for the past three years
- Student and peer evaluations (if any) of teaching for the past four years
- A self-evaluation of teaching
- A self-assessment summary of what the faculty member has learned and achieved during the past four (4) years, including contributions to the department, university, state, nation, and field (about 2 pages).

The faculty member may submit any additional information he or she desires, and the committee may request additional materials as it deems necessary.

d. Responses to Committee Report. The faculty member, chair, and dean will receive the report and will have fifteen days from the report's date to submit written responses to the review committee. The review committee will send the report and all responses to the provost.

e. Provost. The Provost will be responsible for determining the appropriate resolution, which may include: *[rev. 7-09]*

1) continuing the status quo;
2) mentoring to address area(s) of concern;
3) termination for cause;
4) consideration of other recommended resolution(s). *[1-4 add. 7-09]*

D. PERFORMANCE EVALUATION OF ACADEMIC ADMINISTRATORS. *[ed. 7-09, ren. 7-10]*

D-1. EVALUATION BY FACULTY MEMBERS. Opportunity is provided for an annual performance evaluation of college deans, assistant and associate deans, and administrators of academic departments and other intracollege units by the faculty members of the respective units. The provost sends each faculty member an appropriate number of copies of the form, "Annual Faculty Evaluation of Academic Administrators" [form 2 appended to this section] to be used for evaluation of the unit or center administrator, one to be used for evaluation of the dean, and one to be used for evaluation of each assistant or associate dean in the college. *[ren. & ed. 7-10, 10-10]*

D-2. EVALUATION OF UNIT AND CENTER ADMINISTRATORS AND ASSISTANT AND ASSOCIATE DEANS. The review and evaluation of unit and center administrators, and assistant and associate deans, require consideration of their responsibilities as faculty members and as administrators as defined by percentage allocations in the Annual Position Description. All administrators are entitled to a review and evaluation of their performance as faculty members. Further, all administrators are entitled to a review of their performance as administrators. (Forms to be used in the evaluation of administrators are found in Form 1 and 2. *[rev. 7-99, ed. 3-07, rev. & ren. 7-10 (incorporated 1420 E-6 into this entire section D-2 through D-4)]*

1. Evaluation as a Faculty Member.

a. Annual Evaluation. The annual evaluation of an administrator's performance as a faculty member shall be conducted by the dean of the college in accordance with the provisions of *FSH* 3320 A above.

b. Third Year Review. If the administrator is untenured, there shall be a third-year review in accordance with the procedures outlined in *FSH* 3520 G-4.

2. Evaluation as an Administrator.

a. Annual Evaluation. The dean shall conduct an annual evaluation of each administrator's performance in accordance with the responsibilities specified in *FSH* 1420 E-1 and in the Annual Position Description. The dean and administrator will negotiate the administrator's Annual Position Description on the basis of the unit's needs, and make it available to the faculty for annual evaluation purposes. The administrator will present his or her annual goals for the unit at the beginning of the review year and report on his/her effectiveness in meeting last year's goals. Annual goals should be based on the unit action plan, needs of the unit, and discussion with the dean. The dean will make a conscientious effort to solicit input from unit faculty through evaluation form 2. *[rev. 7-99, ed. 6-09, 10-10]*

Unit faculty must send completed copies of form 2 directly to the dean. The dean furnishes the administrator a summary of the faculty evaluations in such a way that the confidentiality of individual evaluations is preserved. The dean may arrange a conference with the administrator to discuss the summary. After these steps have been completed, the dean shall destroy the individual faculty members' evaluations and shall file the written summary in the dean's office. The dean then submits a summary of conclusions and recommendations resulting from the review to the provost, who in turn makes his or her review and forwards recommendations to the president. The dean will then provide feedback to faculty who have submitted form 2, as appropriate. *[ed. 10-10]*

D-3. EVALUATION OF DEANS. The provost shall conduct an annual evaluation of each dean's performance in accordance with the dean's responsibilities specified in *FSH* 1420 D-2 and in the Annual Position Description. The provost and dean will negotiate the Annual Position Description for the dean on the basis of the college's needs and make it available to the faculty for annual evaluation purposes. The dean will present his or her annual goals for the college at the beginning of the review year and report on his or her effectiveness in meeting last year's goals. Annual goals should be based on the college's action plan, needs of the college, and discussion with the provost. The provost will make a conscientious effort to solicit input from college faculty through evaluation form 2. *[ed. 10-10]*

College faculty will send completed copies of form 2 directly to the provost. The provost will summarize the faculty responses and share that summary with the dean. In preparing and conveying that summary, the provost has the responsibility to ensure that faculty comments are confidential. This includes, but is not limited to, avoiding the use of any phrases that can identify the faculty member making the comments. The provost may arrange a conference with the dean to discuss the summary. After these steps have been completed, the provost shall destroy individual faculty members' evaluations and file the written summary in the Office of Academic Affairs. The provost must then submit a summary of conclusions and recommendations resulting from the review to the president. The provost will then provide feedback to faculty who have submitted form 2, as appropriate. *[ed. 10-10]*

D-4. PERIODIC REVIEW OF ADMINISTRATORS. Each administrator is formally reviewed at least six months before the end of each appointment term, or, if there is not a fixed appointment term, at least every five years. The Provost appoints an ad hoc review committee to include faculty, department chairs, and experienced administrators of other units. The periodic review will be conducted at the request of the Provost and Executive Vice President and in accordance with the mechanisms of formal review, which must provide for the following:

1. Opportunity for the dean, center administrator, or unit administrator to prepare a report/portfolio summarizing his or her administrative achievements for the period, including annual reviews; *[rev. and ren. 7-99]*

2. Opportunity for all faculty and staff of the college/unit to participate in the review;

3. Solicitation of input by the committee from appropriate constituencies of the college/unit. Confidentiality of all individual evaluations will be ensured; *[add. 7-99]*

4. Preparation by the review committee of a written report summarizing the findings and recommendations of the review, which will be forwarded to the Provost and the dean/center or unit administrator; *[ed. and ren. 7-99]*

5. The provost will submit the written report along with any additional comments and recommendations to the president and provide appropriate feedback to the administrator. *[rev. and ren. 7-99]*

a. Additional Review. The provost and/or college dean may initiate a review at any time he or she determines a review is needed. The dean shall submit to the provost a summary of conclusions and recommendations resulting from this additional review. If the review is conducted by the provost, he or she shall submit a summary of conclusions and recommendations to the president.

The faculty of the unit may also initiate, by majority vote, a formal review (as outlined above) of the unit administrator. The tenured faculty of a college may also initiate, by majority vote, a formal review (as outlined above) of the college dean.

E. SEQUENCE OF EVALUATION OF FACULTY MEMBERS AND ADMINISTRATORS. The provost prepares the schedule for completion of steps in the performance evaluation and salary determination process each year. The schedule will ensure that faculty members' evaluations of unit or center administrators and assistant and associate deans have been received by the dean before the administrators' recommendations on salary, promotion, and tenure are made known to the faculty and, similarly, that faculty members' evaluations of deans have been received by the provost before the deans' recommendations on salary, promotion, and tenure are made known to the faculty. Likewise, the summaries of faculty evaluations of unit or center administrators, assistant and associate deans, and deans will be communicated to the persons evaluated after their recommendations on faculty salary, promotion, and tenure have been transmitted to the provost. *[ren. & rev. 7-10]*

(Forms on next few pages)

*<u>NOTE</u>: In October of 2010 it was determined that elimination of Form 2A was possible with minor edits to Form 1 (addition of reference FSH 1420 E to box 4). As such, Form 1 may be used in lieu of Form 2A by administrators, if desired. Given this change, form 2B becomes Form 2 (see the UI Policy website for redline versions or contact the Faculty Secretary's Office or Provost's Office for further clarification).

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #12

3:30 p.m. - Tuesday, November 17, 2015
Brink Hall Faculty-Staff Lounge & Scopia

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #11, November 10, 2015 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

University Curriculum Committee

- **FS-16-014a** (UCC-16-019) CNR: Minor name change Conservation Social Sciences to Natural Resource Conservation (Wilson)(vote)
- **FS-16-014b** (UCC-16-019) CNR: Discontinue Certificate Fire, Ecology, Management (Smith)(vote)
- **FS-16-015** (UCC-16-018) CLASS: Martin School Reorganization (Ellison)(vote)

Contingent Faculty Task Force Report (Stauffer)(FYI)
Dean of Students Office (Eckles)(FYI)

VII. Special Orders.

- Fall Graduate List (vote)

VIII. Unfinished Business and General Orders.

IX. New Business.

- **FS-16-016:** FSH 3320 – Faculty Evaluation (clarification edit)(Crowley)

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #11
FS-16-014 through 016

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #11, Tuesday, November 10, 2015

Present: Adams, Anderson, Boschetti, Brandt, Brewick, Brown, Caplan, Couture (Boise), Crowley (w/o vote), Flores, Folwell, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Jeffery, LaPrath, Latrell, Murphy, Nicotra, Royer, St. Claire, Stoll, Teal, Wiencek (w/o vote), Wolf. **Absent:** Chung, Foster, Mahoney, Perret. **Guests**: 4

Chair Teal called meeting # 11 to order at 3:32. A motion (Murphy/Latrell) to approve the minutes for the November 3, 2015 meeting of the Faculty Senate passed without objection.

Chair's Report: Chair Teal announced that faculty could get a free lunch by volunteering to be on a food service committee which will provide feedback on the varieties of food service on campus. They will meet the 2nd Tuesday of each month at 11:30. No one immediately volunteered. We will send an email out which can be shared with anyone interested. The Chair also announced that the 3rd interdisciplinary faculty gathering will be this Friday (the 13th) at 4:00 in the Brink Hall Faculty-Staff Lounge.

The Chair recognized Senator Latrell to make an announcement regarding Toys-for-Tots. Toys-for-Tots is a national non-profit program and he is heading the local area campaign seeking to expand participation. He hopes to challenge the various colleges in a campus-wide friendly competition to collect these toys for the holidays. Those interested in establishing drop boxes should contact him. Toys should be new, unwrapped and intended for kids up to the age of 14.

Provost's Report: The Provost announced that the website for the Strategic Plan should go live this week. The key activity for this week is Enroll Idaho which starts tonight. This initiative is designed to encourage Idaho high school students to go to college. The purpose of tonight's event is to answer key questions about how students can apply, how to get financial aid, and where students can get advising. This is an important initiative aimed at serving the interests of Idaho citizens.

University Promotions Committee: The Chair emphasized the need for Senators from each college to nominate faculty to serve on the University Promotions Committee. These are due in the Provost's Office by this Friday the 13th. The appropriate forms and a page of FAQ's are included in this week's packet. A Senator inquired as to whether colleges should have set procedures to make these nominations. The Faculty Secretary suggested that the Senators from each college determined how they wanted to go about determining who to nominate. There really aren't any rules other than considerations about ensuring balance and representation across the college. Vice Chair Brandt noted that some colleges may have this addressed in their by-laws. There was a short discussion about whether Senators needed to know who the hold-over members are in order to make the nominations.

Consolidated Fringe. The Chair introduced Vice Presidents Jack McIver and Brian Foisy along with Trina Mahoney from the Budget Office to discuss the implementation of the new consolidated fringe rate. Essentially, this involves developing a new methodology for charging employee benefits across all budgets, including grants and contracts. Brian Foisy explained that the need for a "consolidated fringe" rate arose from the difficulties of calculating benefits across the University when circumstances might change at any time, e.g. new child, marriage, etc. Determining these benefits also created particular problems for those writing grants. To create administrative efficiencies and reliability three basic rates were established. The faculty rate for this year was set at 31.6%, staff at 39.2% and students at 2.5%. This would create a central pool of money from which all benefits will be paid.

Acknowledging that in general this sounds like a good policy, a Senator asked if there were any programs that might be disadvantaged by this. Mr. Foisy stated that there were potentially some unintended consequences. The place this was most likely to occur was with temporary employees. He stated they were working with dean's to offset any negative impact from this policy and that in future years they would look at creating a 4^{th} rate category of temporary employees to deal with this.

Mr. Foisy emphasized that this policy did not affect employee eligibility for benefits. It did establish basic rates that would be charged to departments as a cost allocation mechanism. A question was asked about health benefits for RA's and TA's. It was pointed out that we would be having a discussion on TA's/RA's as well as other contingent faculty and their benefit eligibility in the future.

Basic Overview of TA/RA Positions: The Chair invited Jerry McMurtry, Interim Dean of the College of Graduate Studies, to discuss the stipends provided to TA's and RA's. Dean McMurtry provided some documents which showed the number of TA's and RA's across colleges and also compared our compensation levels to national averages based on the Oklahoma State survey. The UI currently employs 319 research assistants and 343 teaching assistants. They differ as to hours worked although a fulltime TA/RA is expected to work 20 hours a week. The average hourly rate for RA's is higher than the average hourly rate for TA's. When we compare our rates with the Oklahoma State study of our peer institutions, we pay 91% of the average hourly rate for RA's and only 65% of the TA rate. We also have differences across the colleges on campus. All of the institutions in the Oklahoma State study provide out-of-state tuition waivers. Many provide full tuition waivers. The College of Graduate Studies waives in-state tuition for only 107 of the 342 TA's on campus.

A Senator emphasized that our low compensation levels made it very difficult to recruit qualified TA's and RA's especially if we don't provide full tuition waivers. Another Senator wondered whether we have a plan to deal with our current inability to compete with our peer institutions. Dean McMurtry acknowledged that the bottom line number ($1,780,958) of what would be necessary to provide a full tuition waiver for all TA's was not something that we could resolve easily. He stated that this was an institutional issue. He was having conversations with the Provost about developing strategies to address this problem. Other questions raised included:

- Would it help to have a more centralized system of determining the number of TA's and their compensation levels? It might help to have a more centralized system but that wouldn't automatically solve the lack of funding. The Provost pointed out that people like certainty and having a more centralized system of distribution might cause problems for programs that are disfavored in any particular year.
- Why have our peer institutions been able to provide higher levels of funding? Dean McMurtry noted that COGS has made this their number one priority in the last couple of years.
- How does a college get on the list to have COGS fund a tuition waiver? Dean McMurtry noted colleges already do apply to COGS to obtain these tuition waivers. The College of Science and CLASS get the most due to the load they carry in providing general education courses. COGS does have a formula to help determine the number of waivers each college receives. Dean McMurtry stated he would be happy to share this formula.
- There was a question raised as to how proposed changes in the Fair Labor Standards Act might affect TA's and RA's. There is a specific exemption for teachers but there are questions of exactly how RA's fit into this discussion. If RA's are not included in the teaching exemption then they would be eligible for overtime.
- RA stipends differ from TA's because they are tied to grants. Jack McIver noted that we didn't always charge grants with the highest stipend allowed by agencies. Some agencies have caps on

what can be charged. The PI must include tuition waivers and stipends in their proposals and we don't always take full advantage of what can be charged to a grant. There seemed to be some disagreement as to what was the best strategy to employ.

It was generally agreed that a discussion of stipends for RA's and TA's was an important discussion for the University to have. The effort to develop a new system for budget requests might provide an opportunity for COGS (and others) to pursue this as a priority.

Adjournment: As the discussion came to a close the Chair entertained a motion (Stoll/St. Claire) to adjourn. This passed unanimously at 4:41.

Don Crowley, Faculty Secretary and
Secretary to the Faculty Senate

University of Idaho
A LEGACY OF LEADING

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	Natural Resources		
Department/Unit:	Natural Resources and Society		
Dept/Unit Approval Date:	August 24, 2015	Vote Record:	9:0
College Approval Date:	September 4, 2015	Vote Record:	7:0
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Patrick Wilson		pwilson@uidaho.edu

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		**Modify:**	X	Discontinue:			
Graduate Level:		**Undergraduate Level:**	X	Law Level:		Credit Requirement:	
Option:							
Emphasis:							
Minor:	Conservation Social Sciences						
Academic Certificate less than 30 credits:							
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*	This is a request for a name change for an existing minor, Conservation Social Sciences that was created for students outside the department.						

Program Component Curriculum: *Required courses*	~~**Conservation Social Sciences Minor**~~ ~~Note: This minor may not be earned by students in an existing degree program in the Department of Conservation Social Sciences.~~ ~~One of the following (3-4 cr):~~ ~~CSS 235 or For 235 Society and Natural Resources (3 cr)~~ ~~CSS 287 Foundations of Conservation Leadership and Management (3 cr)~~ ~~One of the following (3-4 cr):~~ ~~CSS 304 Conservation Social Sciences Field Studies (3 cr)~~ ~~CSS 310 Social Research Methods in Conservation (4 cr)~~ ~~One of the following (3 cr):~~ ~~CSS 364 Politics of the Environment (3 cr)~~ ~~CSS 462 Natural Resource Policy (3 cr)~~ ~~Electives from the following (9 cr)~~ ~~CSS 383 Natural Resource and Ecosystem Service Economics (3 cr)~~ ~~CSS 385 Conservation Management and Planning I (4 cr)~~ ~~CSS 387 Environmental Communication Skills (3 cr)~~ ~~CSS 475 Conservation Management and Planning II (4 cr)~~ ~~CSS 481 Conservation Leadership (3 cr)~~ ~~CSS 489 Personalities and Philosophies in Conservation (3 cr)~~ ~~Courses to total 18 credits for this minor~~ Natural Resource Conservation Minor Note: This minor may not be earned by students in an existing degree program in the Department of Natural Resources and Society. One of the following (3 cr): CSS 235 or For 235 Society and Natural Resources (3 cr) CSS 287 Foundations of Conservation Leadership and Management (3 cr) One of the following (3 cr): CSS 364 Politics of the Environment (3 cr) CSS 462 Natural Resource Policy (3 cr) Electives from the following (12 cr) CSS 383 Natural Resource and Ecosystem Service Economics (3 cr) CSS 385 Conservation Management and Planning I (4 cr) CSS 387 Environmental Communication Skills (3 cr) CSS 475 Conservation Management and Planning II (4 cr) CSS 486 Public Involvement in Natural Resource Management (3 cr) Courses to total 18 credits for this minor

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	Conservation Social Sciences
New Name:	Natural Resource Conservation
Current Degree:	

New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	X	
Brief Description of financial impact:	No financial impact. No new classes are proposed, only a name change and content.			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

This is a request for a name change for an existing minor: Conservation Social Sciences that was created for students outside the department. It was created when the department, and the degree, were titled "Conservation Social Sciences".

We desire to bring the minor inline with the change of the degree to Natural Resource Conservation, and the department to Natural Resources and Society.

The change in the content adapts to changes in the course offerings and better meets employer and stakeholder needs thus making our students more employable. Simplifies the structure of the minor from four bins to three.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:	October 27 (processed): MDS		
Date Received by UCC Secretary:	10/27/2015		
UCC Item Number:	16-019		
UCC Approval Date:	11/02/2015	Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:	281		
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

University of Idaho

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	College of Natural Resources		
Department/Unit:	Forest, Rangeland, and Fire Sciences		
Dept/Unit Approval Date:	September 14, 2015	Vote Record:	15
College Approval Date:	September18, 2015	Vote Record:	7
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Alistair Smith		alistair@uidaho.edu

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:		Discontinue:	X		
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	
Option:							
Emphasis:							
Minor:							
Academic Certificate less than 30 credits:	Fire Ecology and Management Certificate						
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*	~~Fire Ecology Course Group (3 cr):~~ ~~For 326~~ ~~Fire Ecology and Management (3 cr)~~ ~~For 426~~ ~~Global Fire Ecology and Management (3 cr)~~ ~~For 526~~ ~~Fire Ecology (3 cr)~~ ~~Ecology Course Group (2-4 cr):~~ ~~For 330~~ ~~Forest Soil and Canopy Processes (4 cr)~~ ~~For 531~~ ~~Invasion Biology (3 cr)~~ ~~REM 429~~ ~~Landscape Ecology (3 cr)~~						

	~~REM 440~~	~~Wildland Restoration Ecology (3 cr)~~
	~~REM 459~~	~~Rangeland Ecology (2 cr)~~
	~~REM 460~~	~~Integrating GIS and Field Studies in Rangelands (2 cr)~~
	~~Fuels and Fuels Management Course Group (2-3 cr):~~	
	~~For 427~~	~~Prescribed Burning Lab (3 cr)~~
	~~For 433~~	~~Fire and Fuel Modeling (2 cr)~~
	~~For 450~~	~~Fire Behavior (2 cr)~~
	~~FOR 451~~	~~Fuels Inventory and Management (3cr)~~
	~~Applied Tools and Analysis Course Group (3 cr):~~	
	~~For 375~~	~~Introduction to Spatial Analysis for Natural Resource Management (3 cr)~~
	~~For 435 or For 535~~	~~Remote Sensing of Fire (3 cr)~~
	~~For 472 or REM 472~~	~~Remote Sensing of the Environment (4 cr)~~
	~~For 570~~	~~Advanced Remote Sensing Measurement Methods (3 cr)~~
	~~For 572~~	~~Spatial and Biophysical Modeling (3cr)~~
	~~Geog 475~~	~~Intermediate GIS (3 cr)~~
	~~REM 407~~	~~GIS Application in Fire Ecology and Management (2 cr)~~
	~~Management, Planning and Policy Course Group (2-4 cr):~~	
	~~CSS 490~~	~~Wilderness and Protected Area Management (3 cr)~~
	~~CSS 573~~	~~Planning & Decision Making for Watershed Management (3 cr)~~
	~~For 424~~	~~Forest Dynamics and Management (4 cr)~~
	~~For 430~~	~~Forest Operations (3 cr)~~
	~~For 454~~	~~Air Quality, Pollution, and Smoke (3 cr)~~
	~~For 462~~	~~Watershed Science and Management (3 cr)~~
	~~For 484~~	~~Forest Policy and Administration (2 cr)~~
	~~For 529~~	~~Forest Ecosystem Analysis (3cr)~~
	~~For 585~~	~~Natural Resources Policy Analysis (2cr)~~
	~~REM 456~~	~~Integrated Rangeland Management (3 cr)~~
	~~WLF 492~~	~~Wildlife Management (4 cr)~~
	~~Electives to total 15 for the certificate~~	

Program Component Curriculum: *Required courses*	

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	X	
Brief Description of financial impact:	We do not anticipate any financial impact following the drop of the FEM Certificate.			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

Following a program and curricular review by an employer's summit and other stakeholder meetings, the faculty decided to remove the undergraduate certificate in Fire Ecology, Management, and Technology because (1) an 18 cr minor in Fire Ecology and Management exists and (2) a graduate certificate of the same name already exists.

These changes will not change faculty workload.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016		
Date Received by the Office of the Provost and Executive Vice President:	10/27/15 (Processed) MDS		
Date Received by UCC Secretary:	10/27/2015		
UCC Item Number:	16-019		
UCC Approval Date:	11/02/2015	Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:	281		
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

University of Idaho
College of Letters, Arts and Social Sciences

Administration Building 112
875 Perimeter Drive MS 3154
Moscow, ID 83844-3154

Phone: 208-885-6426
Fax: 208-885-8964
www.uidaho.edu/class

October 22, 2015

John Wiencek
Provost and Executive Vice President
University of Idaho
Moscow, Idaho 83844-3152

Approved to move through process 10/26/15 MDS

Dear Provost Wiencek:

The purpose of this letter is to request permission to conduct an administrative reorganization of several units in the College of Letters, Arts & Social Sciences at the University of Idaho. We also request that this reorganization take effect summer 2016.

The request affects five units at the University of Idaho in the College of Letters, Arts & Social Sciences: The Martin School, the Department of Political Science, the Department of Philosophy, the Department Modern Languages and Cultures, and the International Studies Program. Presently, the Martin School is composed of three units: Political Science, Philosophy, and International Studies. In order to develop new academic synergies, increase administrative efficiency, and position the university and college's programs for a new generation of students, we propose the renaming of the school to Martin School of Global Studies. This renamed school will house the programs that focus on international education and languages. The Martin School of Global studies will therefore house the Department of Modern Languages and Cultures and the International Studies Program. The remaining departments (i.e., the Department of Political Science and the Department of Philosophy) will be merged into a single administrative unit: the Department of Politics and Philosophy. Both the Martin School of Global Studies and the Department of Politics and Philosophy will be academic units within the College of Letters, Arts, & Social Sciences. The merger will allow the university to address economy of scale issues by placing two complementary disciplines in the same administrative unit. This administrative reorganization will not require additional resources from the State of Idaho or the University of Idaho.

So, in summary:

1. We are proposing to rename the Martin School to the Martin School of Global Studies;
2. We are moving the Department of Modern Languages and Cultures into the new Martin School of Global Studies;
3. We are taking the Department of Philosophy and the Department of Political Science out of the Martin School;
4. We are leaving International Studies within the Martin School.
5. Outside of the Martin School, we will have a Department of Politics and Philosophy that is merged between those two disciplines.

This reorganization will not affect any degree programs at the University of Idaho. The Department of Politics and Philosophy will continue to offer the BA/BS, MA, and PhD in political science, the Master of Public Administration (MPA), and the BA/BS in philosophy. The Department of Modern Languages and Cultures will continue their BA programs in French, Latin-American Studies, Modern Language Business, and Spanish. The International Studies program will continue its BA program in International Studies. All minors and certificate programs will also remain unaffected by the reorganization. Additionally, all of these units and programs will continue to undergo rigorous internal and external reviews per university regulations to ensure academic quality and organizational effectiveness. Once again, it is our intention that increased administrative efficiencies and better degree marketing and positioning will lead to better service and more students in our programs.

All faculty members in the Department of Political Science, the Department of Philosophy, the Department of Modern Languages and Cultures, and the International Studies program are committed to the delivery of public service and research. In public service, faculty members in these units actively engage citizens, groups, organizations, governments, and businesses in Idaho, nationally, and internationally. These activities range from contract research and the direct provision of services to public workshops and presentations. All members of these faculties are engaged in research, some funded with significant external grants.

The university's mission includes the development of the state through excellent teaching, research, and outreach. The vision of the University of Idaho is to be among the leaders of land-grant institutions in the 21st century. Within this context, and especially given Representative Morrill's call for a liberal education for the industrial classes, the study of politics, philosophy, languages, and cultures, all on a local to international scale, provide the foundational knowledge for citizenship, engagement, and community development. Each of the departments and programs affected by this reorganization provides direct support to the University of Idaho's mission and priorities. The study of politics and philosophy provides the foundation for the humanities and social sciences and the knowledge generated by them is fundamental to almost every field and discipline at the university. Students that study languages and cultures become more competitive in fields such as education, mass media, law, medicine, international business, natural resources, agriculture, and politics. The programs in language and culture serve the University of Idaho's signature area on human communities and the strategic plan in community and culture. Finally, the International Studies program combines core training in global themes with specific training in particular issue emphases (international relations, global resources and development, global economics and business) and particular regional emphases plus advanced training in a second language. It directly addresses the University of Idaho's State Board of Education mandate to promote global understanding.

Thank you for your time and consideration.

Andrew E. Kersten

Sincerely,
Andrew E. Kersten, Dean

University of Idaho PROJECT CHARTER
Issues Concerning Long-Term Contingent Faculty

Sponsor:	*Larry Stauffer*
Project Consultant/ Coordinator:	
Approved By:	
Approval Date:	

SCHEDULE:

Start Date:	*October 1, 2015*
End Date:	*Mid-December 2015*

OBJECTIVE STATEMENT:

To develop a list of issues concerning the employment of long-term contingent faculty (LTCF) and a recommendation of how to address them.

IN SCOPE:

- Faculty temporarily employed for two or more consecutive semesters at the UI and teach six or more credits per semester.

OUT OF SCOPE:

- Faculty temporarily employed for one semester at the UI or teach less than six credits (or one course) per semester.

DELIVERABLES:

- Report to the Faculty Senate that addresses the issues concerning the employment of long-term contingent faculty (LTCF) and a recommendation of how to address them.

MILESTONES:

- Status report to the Faculty Senate November 17th
- Final report to the Faculty Senate by mid-December

APPROACH:

1. Focus groups with representative LTCF's
2. Conduct external benchmark of several peer institutions
3. Gather feedback from faculty, staff, and administrators
4. Develop recommendations
5. Document work in a report to Faculty Senate

ASSUMPTIONS and CONSTRAINTS:

- Recommendations must be in line with a sustainable budget and be aligned with benchmarked metrics

Task Force Members
Larry Stauffer, *lead*
Jeff Jones, jeffj@uidaho.edu
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University of Idaho PROJECT CHARTER
Issues Concerning Long-Term Contingent Faculty

1. **Focus groups with representative LTCF**.
   We will schedule focus groups with CLASS, COS, and in a neutral location. **Need**: 1 person to work with me on this task.
2. **Conduct external benchmark of several peer institutions**
   We will benchmark metrics from peer institutions to determine the significance of our problem and what others are doing about it. **Need**: 1 person to conduct this project.
3. **Gather feedback from faculty, staff, and administrators**. We will use the information from steps 1-2 above to draft an update and then present the information in a few forums. **Need**: 1 person to work with me to organize the information and present it at the forums. It would be good for all of us to attend these 3 sessions.
4. **Develop recommendations**
   We will use the feedback to develop recommendations. **Need**: this step will involve all of us. Hopefully it will be pretty obvious by this point.
5. **Document work in a report to Faculty Senate**
   We will present our work. My administrative assistant can do the report. But it will be good for all of the Task Force to attend the Faculty Senate meeting. Our target is mid-December but may be in early January.

OPEN COMMENT SESSIONS FOR LONG-TERM CONTINGENT FACULTY

The Faculty Senate has commissioned a task force to develop a list of issues concerning the employment of **long-term contingent faculty** and a recommendation of how to address these issues. The task force will be hosting four open sessions for the university community to provide input into these issues. Please plan to attend one of these meetings if you wish to provide input. On the Moscow campus, three sessions will be held in Janssen Engineering Building (JEB) 111*.

- 11/12, Thursday from 3pm to 4pm
- 11/18 Wednesday from 3:30pm to 4:30pm
- 11/19 Thursday from 4pm to 5pm

Another open session for off-campus faculty will be held on Wednesday 11/18 from 1:30 to 2:30pm PST (2:30 to 3:30 MST) between Engineering Physics Building 205 (Moscow) and the following off-campus locations. (Moscow faculty may attend this one as well)

- Boise, IWC 162
- Coeur d' Alene, Harbor Center 145C
- Idaho Falls, TAB 350A

* Enter JEB at the entrance across from the new IRIC building construction site; JEB 111 is immediately to your right, across from the JEB auditorium.

Open Sessions for Long-Term Contingent Faculty
Faculty Senate Task Force

We're members of a task force created by Faculty Senate to develop a list of issues concerning the employment of **long-term contingent faculty** and a recommendation of how to address these issues. As such, we're talking with several groups of employees within the university about the working conditions of these faculty, trying to understand the issues around such employment.

We are hosting several open sessions for faculty to comment, both on the Moscow campus and off. To help frame the conversation, we have prepared some questions. But feel free to go beyond these questions in providing your input.

Questions

1. How long and in what capacity have faculty worked as a temporary faculty at UI?

2. What employee benefits do these faculty have? What are your thoughts with regard to health and sick leave benefits, retirement savings plan, life insurance, etc.?

3. Are these faculty eligible for professional development opportunities such as the Leadership Academy, teaching and research awards, and seed grants? If not, do you think they should have these benefits, given they would be competing with tenure-track faculty?

4. How do you believe temporary faculty are treated by the institution, by their superiors, and by their colleagues?

5. What else do you believe prevents them from doing the best job possible?

6. Any thoughts on how the situation might be improved?

7. If we had to separate teachers into those that teach “recreationally” and those that teach for a living, what would be that dividing line?

3320

ANNUALPERFORMANCE EVALUATIONS AND SALARY DETERMINATION
OF FACULTY MEMBERS
AND
PERFORMANCE EVALUATION OF ACADEMIC ADMINISTRATORS

PREAMBLE: This section contains those policies and their attendant procedures for those periodic reviews of performance that affect faculty members and academic administrators. Policies concerning performance evaluation were part of the original 1979 Handbook, but were completely rewritten in July 2002 and further refined in 2003. In July 2007 Form 1 underwent substantial revisions to address enforcement and accountability issues in the UI promotion and tenure process as well as align the form with the Strategic Action Plan. In January 2008 Form 1 was again revised to include a Disclosure of Conflicts statement to comply with FSH 6240. In 2009 this section was again revised to reflect recent changes to the faculty position description and evaluation forms to better integrate faculty interdisciplinary activities. In July 2010 B was added and FSH 1420 E-6 was incorporated into D to consolidate the evaluation process into one policy. In July 2014 changes were incorporated to ensure all faculty go through a review by their peers. Further information may be obtained from the Provost's Office (208-885-6448. [ed. 7-03, rev. 7-07, 1-08, 7-09, 7-10, 7-14]

CONTENTS:

A. ANNUAL PERFORMANCE EVALUATION AND SALARY DETERMINATION FOR FACULTY MEMBERS.

A-1. PERFORMANCE EVALUATION. Annual evaluation of the performance of each member of the faculty is primarily the responsibility of the faculty member and her/his unit administrator. Each unit will develop criteria in its bylaws for third-year and periodic review of its faculty (FSH 1520 II Section 1). The committee for all reviews will be defined in unit bylaws and will include tenure-track faculty (see FSH 3560 E-2 c). The materials listed in FSH 3560 E-2 a and b are critical and used by review committees when considering progress towards promotion (FSH 3560) and/or tenure (FSH 3520). The provost is responsible for preparing supplementary instructions each year, including the schedule for completion of the successive steps. The form to be used, "Annual Performance Evaluation Form 1: Evaluation of Faculty," is appended to this section. Personnel on international assignment see FSH 3380 C. *[rev. 7-03, 7-09, 7-14, ed. 7-10]*

a. Forms Distributed. Supplies of the form to be used in the evaluation process are procured by deans and unit administrators. The immediate administrative officer is responsible for ensuring that each faculty member receives the proper form together with a copy of the supplementary instructions. *[rev. 7-01]*

b. Performance levels for each criterion are described as follows: *[ed. 7-10]*

i. Exceptional Performance (5) is extraordinary performance well beyond that required relative to the position description.

ii. Above Expectations (4) represents performance that is better than expected relative to the position description. *[ed. 7-09, 7-10]*

iii. Meets Expectations (3) is the performance expected of a faculty member relative to the position description.

iv. Below Expectations (2) denotes performance that is less than expected of a faculty member relative to the position description and means improvement is necessary. A rating of below expectations in one or more criteria triggers procedures outlined in 3320 B or C. *[rev. 7-09, 7-10]*

v. Unacceptable Performance (1) is performance that is not acceptable relative to the position description and/or is inconsistent with the conditions for continued employment with the institution. Failure to meet these standards in any of the following ways will result in a rating of unacceptable performance: *[rev. 7-09]*

a) received a "1" rating the previous period but did not make the improvements required;
b) consistently violated one or more of the institution's standards for meeting the expectations of the position; or
c) violated one or more standards of conduct as specified in the *Faculty-Staff Handbook.*

c. Annual Report of Efforts and Accomplishments by Faculty Member. Each faculty member shall provide his or her unit administrator with the following materials for use in the annual performance evaluation:

(1) Current Curriculum Vitae
(2) UI Faculty Position Description for Annual Performance Review
(3) Written detailed summary report of faculty activity for the period of the annual performance review that compares accomplishments to expectations in the Position Description for the period under review *[rev. 7-09]*
(4) Other materials necessary to document efforts and accomplishments for the period under review. *[add. 7-01, ed. 7-10]*

d. Evaluation of Faculty by Unit Administrators. Unit administrators evaluate their faculty members. The performance of each faculty member during the review period is judged on the basis of the position description(s) in effect during that period. In the case of a faculty member holding joint appointments and/or involved in interdisciplinary activities, as described in the position description, in two or more academic or administrative units, it is the responsibility of the administrator in the faculty member's primary academic discipline to solicit and consider relevant information on job performance from other administrators with responsibility for the faculty member's work. [See also 3080 E-3.] *[rev. 7-09, ed. 7-10]*

Ratings are determined by comparing the faculty member's performance to the position description. The results of the student evaluation of teaching are carefully weighed and used as a factor in this evaluation. For each area of responsibility, the unit administrator shall describe the basis for her/his evaluation in assessing the faculty member's performance. The ratings and narrative are entered as indicated on the form. The annual evaluation score for a faculty member in Form 1 relates to the faculty member's performance evaluation relative to his/her position description. The overall unit average is provided to the faculty member upon request so that each faculty member can gauge his/her performance relative to other faculty members within the unit. After the unit administrator has completed ratings and narratives for all faculty for the review period, he or she shall provide the following items to each reviewed individual as they become available: *[rev. 7-03, 7-09]*

(1) a copy of the individual's annual evaluation form and narrative *[rev. 7-09]*
(2) if requested, comparative information to help assess performance evaluation and numerical ratings, including, but not limited to: *[rev. 7-09]*
  (a) Frequency distribution for overall ratings for the unit
  (b) Frequency distribution for overall ratings for the college *[rev. 7-97, ren. and rev. 7-01]*

e. Self-Evaluation and Conference. Each faculty member is given an opportunity to use the evaluation form (FSH 3320 Form 1) to make an evaluation of his or her own performance. The unit administrator shall provide each faculty member with the opportunity to meet to discuss the unit administrator's evaluation. (Suitable alternate arrangements are made for off-campus personnel.) The purpose of this meeting is to review and discuss the administrator's evaluation and the self-evaluation, if any. The unit administrator explains his or her ratings and narrative providing a formative assessment on progress towards tenure, promotion, and/or continued satisfactory performance related to the faculty member's performance during the year and any revisions in professional goals and objectives for the coming year. The faculty member and the unit administrator work to identify strategies to help the faculty member improve performance. The ratings may be modified as a result of the discussion. At the conclusion of the review process, each faculty member shall sign the evaluation form indicating that she/he has had the opportunity to read the evaluation report and to discuss it with the unit administrator. If the faculty member disagrees with the contents of the review, he/she shall be permitted to append a report to the unit administrator's evaluation, detailing the nature of the dissent. A copy of the administrator's final evaluation is given to the faculty member. *[ren. and rev. 7-01, rev. 7-09, ed. 7-10]*

f. College-Level Action. Copies of the performance evaluation materials forwarded by the unit administrator to the appropriate dean(s), for evaluation at the college(s) level, shall include: *[rev. 7-09]*

- a narrative evaluation on progress towards tenure, promotion, and/or continued satisfactory performance, *[rev. 7-09]*
- any evaluative comments provided by interdisciplinary/center administrators or from those administrators of faculty holding joint appointments, and *[rev. 7-09]*
- the evaluation form, *[rev. 7-09]*

If the unit fails to attach the narrative evaluation and evaluative comments, the college will return the materials to the unit. *[add. 7-09, rev. 7-10]*

If the faculty member files a dissent, the unit shall provide a copy to the dean. The dean shall arrange a meeting with the unit administrator and the faculty member to attempt to resolve the relevant issues. The dean enters an evaluation in the space provided on the evaluation form. A copy of that form is given to the faculty member and the original is forwarded to the Provost's Office for permanent filing [see FSH 1470 and APM 65.02]. A copy of the evaluation form is retained in the college office. If the dean concurs with the overall evaluation and rating of the faculty member by the unit administrator, no additional signature is required from the faculty member. *[rev. 7-09, 7-10]*

If there are any differences in any rating between the unit administrator and college dean, the dean shall attach a narrative stating the reasons for these differences, and a second and subsequent signature by the faculty member, acknowledging receipt of the dean's evaluation and rating, is required. The college shall forward the original evaluation form and narrative to the Provost's Office for permanent filing. If the college fails to attach the narrative, the provost will return the form to the college. A copy of the evaluation form is retained in the college office. If the faculty member disagrees with the Dean's evaluation and the disagreement cannot be resolved at the college level, either party may choose to refer the matter to the University Ombuds (FSH 3820). If the matter remains unresolved at the college level, the Provost shall be notified of the disagreement. *[ren. and rev. 7-01, rev. 12-06, 7-09, 7-10]*

A-2. SALARY DETERMINATION. This process is carried out at the departmental and higher levels of academic administration. [see FSH 3420.] *[rev. 7-09]*

B. PERFORMANCE BELOW EXPECTATIONS OF NON-TENURED FACULTY MEMBERS. *[add. 7-10]*

B-1. If the unit administrator determines that a non-tenured faculty member is performing below expectations, the unit administrator should consider the variety of possible causes, other than inadequate effort on the faculty member's part, that might be responsible for the performance. (see FSH 3190) *[ed. 7-09, rev. 7-10]*

~~It is not t~~The unit administrator, in considering the possible ~~'s role to diagnose the~~ cause of the problem, ~~but~~ should~~to~~ suggest sources of appropriate professional help and ~~to~~ encourage the employee to seek ~~such~~ such help ~~[http://www.uidaho.edu/benefits/]~~. Faculty members and unit administrators may obtain referral information and advice from the University Ombuds and Human Resources. *[ed. 12-06, 7-09, 7-14]*

B-2. FIRST ANNUAL OCCURRENCE.

a. In the event that a non-tenured faculty member receives an annual evaluation concluding that he or she has performed below expectations (2 or lower) within one or more areas of responsibility, the unit administrator will, at the same time he or she delivers the performance evaluation, offer to meet with the faculty member to identify the reasons for the performance below expectations. At this meeting, the faculty member and the unit administrator will review the current Position Description and examine strategies that would permit the faculty member to improve his or her performance. *[rev. 7-09, 7-10]*

b. In the event that a non-tenured faculty member receives an annual evaluation concluding that he or she has performed below expectations (2 or below) in the overall score, the unit administrator will, at the same time he or she delivers the performance evaluation, offer to meet with the faculty member to identify the reasons for evaluating the performance as below expectations. At this meeting, the unit administrator will appoint a mentoring committee by selecting three individuals from a list of five faculty members nominated by the faculty member, or if the faculty member makes no nominations, will appoint three faculty members of her/his choosing. The mentoring committee's purpose is to help the faculty member improve performance. The members of the committee need not be drawn from the same unit as the faculty member. The faculty member or unit administrator may request that the University Ombuds attend meetings of the mentoring committee and faculty member. *[ed. 12-06, rev. 7-09, 7-10]*

B-3. TWO CONSECUTIVE ANNUAL ASSESSMENTS OF BELOW EXPECTATIONS. In the event of two consecutive annual evaluations concluding that the non-tenured faculty member has performed below expectations overall or within one or more areas of responsibility (2 or lower) the unit administrator will, at the same time he or she delivers the performance evaluation, arrange a meeting of the faculty member, the unit administrator and, in the unit administrator's discretion, the Dean of the College. The faculty member or the unit administrator may request that the University Ombuds attend the meeting. *[ed. 12-06, rev. 7-10]*

The intent of the meeting is to review:

a. the current position description and revise it if necessary to address the issues identified during the discussion. *[ed. 7-09]*

b. the strategies implemented in the previous year and to identify why the strategies did not result in the faculty member meeting expectations. The parties should re-examine strategies that would permit the faculty member to improve his or her performance. *[ed. 7-09]*

C. PERFORMANCE BELOW EXPECTATIONS OF TENURED FACULTY MEMBERS. Tenured faculty will follow the same process as described in B-1 through B-3 above. In addition, to identify and address specific problems early on, a tenured faculty member may be subject to a review as described in C-1 and C-2 below. The purpose of C-1 and C-2 is to assist the faculty member with getting back on track.

C-1. ANNUAL ASSESSMENT OF BELOW EXPECTATIONS. ~~In the event a tenured faculty member receives an annual evaluation of below expectations, the procedures described in B-1 through B-3 above will apply.~~ In the event of an overall score of 1, the provost may determine that further review of the faculty member's performance is required. This review will be conducted in accordance with the procedures prescribed in 3320 C-2. *[ren. and ed. 7-09]*

C-2. THREE CONSECUTIVE ANNUAL EVALUATION ASSESSMENTS OF BELOW EXPECTATIONS. In the event of three consecutive annual evaluations below expectations overall or within one or more areas of responsibility, or a pattern of below expectations evaluations over five years (a summary score of 2 or lower), the Dean shall initiate a formal peer review. *[rev. 7-09, ren. 7-10]*

a. Composition of the Review Committee. The Review Committee will consist of six (6) members, appointed as follows:

(1) The Faculty member will submit to the unit administrator a list of the names of three faculty members from within the unit and three tenured faculty members from outside of the unit. The unit administrator will submit a similar list to the faculty member. From the list given to the faculty member, he/she will select one person from inside of the unit and one from outside the unit. From the list given to the unit administrator, he/she will select one person from inside of the unit and one from outside the unit.

(2) The committee members will select as chair another faculty member from within the unit.

(3) The Ombuds or his/her designee shall be an ex-officio member of the committee. *[ed. 12-06]*

b. Timing of the Review. The review and recommendation(s) will be completed within sixty days of the annual evaluation.

c. The Review. The purpose of the review is to assess the level of performance of the faculty member and the unit administrator's evaluation of that performance. To that end, the committee shall assess the reasonableness of the previous evaluations and the appropriateness of the development plans, as well as any material submitted by the faculty member and the unit.

The faculty member and chair will provide the following materials to the committee:

- Updated Curriculum Vitae of the faculty member
- Position Descriptions for the past four years
- Annual evaluation materials submitted by the faculty member for the past three years
- Annual Evaluations of the faculty member by the unit head and the Dean for the past three years
- Student and peer evaluations (if any) of teaching for the past four years
- A self-evaluation of teaching
- A self-assessment summary of what the faculty member has learned and achieved during the past four (4) years, including contributions to the department, university, state, nation, and field (about 2 pages).

The faculty member may submit any additional information he or she desires, and the committee may request additional materials as it deems necessary.

d. Responses to Committee Report. The faculty member, chair, and dean will receive the report and will have fifteen days from the report's date to submit written responses to the review committee. The review committee will send the report and all responses to the provost.

e. Provost. The Provost will be responsible for determining the appropriate resolution, which may include: *[rev. 7-09]*

1) continuing the status quo;
2) mentoring to address area(s) of concern;
3) termination for cause;
4) consideration of other recommended resolution(s). *[1-4 add. 7-09]*

D. PERFORMANCE EVALUATION OF ACADEMIC ADMINISTRATORS. *[ed. 7-09, ren. 7-10]*

D-1. EVALUATION BY FACULTY MEMBERS. Opportunity is provided for an annual performance evaluation of college deans, assistant and associate deans, and administrators of academic departments and other intracollege units by the faculty members of the respective units. The provost sends each faculty member an appropriate number of copies of the form, "Annual Faculty Evaluation of Academic Administrators" [form 2 appended to this section] to be used for evaluation of the unit or center administrator, one to be used for evaluation of the dean, and one to be used for evaluation of each assistant or associate dean in the college. *[ren. & ed. 7-10, 10-10]*

D-2. EVALUATION OF UNIT AND CENTER ADMINISTRATORS AND ASSISTANT AND ASSOCIATE DEANS. The review and evaluation of unit and center administrators, and assistant and associate deans, require consideration of their responsibilities as faculty members and as administrators as defined by percentage allocations in the Annual Position Description. All administrators are entitled to a review and evaluation of their performance as faculty members. Further, all administrators are entitled to a review of their performance as administrators. (Forms to be used in the evaluation of administrators are found in Form 1 and 2. *[rev. 7-99, ed. 3-07, rev. & ren. 7-10 (incorporated 1420 E-6 into this entire section D-2 through D-4)]*

1. Evaluation as a Faculty Member.

a. Annual Evaluation. The annual evaluation of an administrator's performance as a faculty member shall be conducted by the dean of the college in accordance with the provisions of *FSH* 3320 A above.

b. Third Year Review. If the administrator is untenured, there shall be a third-year review in accordance with the procedures outlined in *FSH* 3520 G-4.

2. Evaluation as an Administrator.

a. Annual Evaluation. The dean shall conduct an annual evaluation of each administrator's performance in accordance with the responsibilities specified in *FSH* 1420 E-1 and in the Annual Position Description. The dean and administrator will negotiate the administrator's Annual Position Description on the basis of the unit's needs, and make it available to the faculty for annual evaluation purposes. The administrator will present his or her annual goals for the unit at the beginning of the review year and report on his/her effectiveness in meeting last year's goals. Annual goals should be based on the unit action plan, needs of the unit, and discussion with the dean. The dean will make a conscientious effort to solicit input from unit faculty through evaluation form 2. *[rev. 7-99, ed. 6-09, 10-10]*

Unit faculty must send completed copies of form 2 directly to the dean. The dean furnishes the administrator a summary of the faculty evaluations in such a way that the confidentiality of individual evaluations is preserved. The dean may arrange a conference with the administrator to discuss the summary. After these steps have been completed, the dean shall destroy the individual faculty members' evaluations and shall file the written summary in the dean's office. The dean then submits a summary of conclusions and recommendations resulting from the review to the provost, who in turn makes his or her review and forwards recommendations to the president. The dean will then provide feedback to faculty who have submitted form 2, as appropriate. *[ed. 10-10]*

D-3. EVALUATION OF DEANS. The provost shall conduct an annual evaluation of each dean's performance in accordance with the dean's responsibilities specified in *FSH* 1420 D-2 and in the Annual Position Description. The provost and dean will negotiate the Annual Position Description for the dean on the basis of the college's needs and make it available to the faculty for annual evaluation purposes. The dean will present his or her annual goals for the college at the beginning of the review year and report on his or her effectiveness in meeting last year's goals. Annual goals should be based on the college's action plan, needs of the college, and discussion with the provost. The provost will make a conscientious effort to solicit input from college faculty through evaluation form 2. *[ed. 10-10]*

College faculty will send completed copies of form 2 directly to the provost. The provost will summarize the faculty responses and share that summary with the dean. In preparing and conveying that summary, the provost has the responsibility to ensure that faculty comments are confidential. This includes, but is not limited to, avoiding the use of any phrases that can identify the faculty member making the comments. The provost may arrange a conference with the dean to discuss the summary. After these steps have been completed, the provost shall destroy individual faculty members' evaluations and file the written summary in the Office of Academic Affairs. The provost must then submit a summary of conclusions and recommendations resulting from the review to the president. The provost will then provide feedback to faculty who have submitted form 2, as appropriate. *[ed. 10-10]*

D-4. PERIODIC REVIEW OF ADMINISTRATORS. Each administrator is formally reviewed at least six months before the end of each appointment term, or, if there is not a fixed appointment term, at least every five years. The Provost appoints an ad hoc review committee to include faculty, department chairs, and experienced administrators of other units. The periodic review will be conducted at the request of the Provost and Executive Vice President and in accordance with the mechanisms of formal review, which must provide for the following:

1. Opportunity for the dean, center administrator, or unit administrator to prepare a report/portfolio summarizing his or her administrative achievements for the period, including annual reviews; *[rev. and ren. 7-99]*

2. Opportunity for all faculty and staff of the college/unit to participate in the review;

3. Solicitation of input by the committee from appropriate constituencies of the college/unit. Confidentiality of all individual evaluations will be ensured; *[add. 7-99]*

4. Preparation by the review committee of a written report summarizing the findings and recommendations of the review, which will be forwarded to the Provost and the dean/center or unit administrator; *[ed. and ren. 7-99]*

5. The provost will submit the written report along with any additional comments and recommendations to the president and provide appropriate feedback to the administrator. *[rev. and ren. 7-99]*

a. Additional Review. The provost and/or college dean may initiate a review at any time he or she determines a review is needed. The dean shall submit to the provost a summary of conclusions and recommendations resulting from this additional review. If the review is conducted by the provost, he or she shall submit a summary of conclusions and recommendations to the president.

The faculty of the unit may also initiate, by majority vote, a formal review (as outlined above) of the unit administrator. The tenured faculty of a college may also initiate, by majority vote, a formal review (as outlined above) of the college dean.

E. SEQUENCE OF EVALUATION OF FACULTY MEMBERS AND ADMINISTRATORS. The provost prepares the schedule for completion of steps in the performance evaluation and salary determination process each year. The schedule will ensure that faculty members' evaluations of unit or center administrators and assistant and associate deans have been received by the dean before the administrators' recommendations on salary, promotion, and tenure are made known to the faculty and, similarly, that faculty members' evaluations of deans have been received by the provost before the deans' recommendations on salary, promotion, and tenure are made known to the faculty. Likewise, the summaries of faculty evaluations of unit or center administrators, assistant and associate deans, and deans will be communicated to the persons evaluated after their recommendations on faculty salary, promotion, and tenure have been transmitted to the provost. *[ren. & rev. 7-10]*

(Forms on next few pages)

*<u>NOTE</u>: In October of 2010 it was determined that elimination of Form 2A was possible with minor edits to Form 1 (addition of reference FSH 1420 E to box 4). As such, Form 1 may be used in lieu of Form 2A by administrators, if desired. Given this change, form 2B becomes Form 2 (see the UI Policy website for redline versions or contact the Faculty Secretary's Office or Provost's Office for further clarification).

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #11

3:30 p.m. - Tuesday, November 10, 2015
Brink Hall Faculty-Staff Lounge & Scopia

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #10, November 3, 2015 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

University Promotions Committee (Teal)(FYI)

VI. Committee Reports.

VII. Special Orders.

- **TA/RA Basic Overview of Positions** (McMurtry/McIver)(FYI)
- **Consolidated Fringe** (McIver/Foisy/Mahoney)(FYI)
  - Fringe Rates
  - Fringe Rates FAQs

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #10
University Promotions
Consolidated Fringe
TA/RA Spreadsheets

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #10, Tuesday, November 3, 2015

Present: Anderson, Barbour, Brandt, Brewick, Brown, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Flores, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Jeffery, LaPrath, Latrell, Mahoney, Murphy, Nicotra, Royer, St. Claire, Stoll, Teal, Wiencek (w/o vote) **Absent:** Adams, Boschetti, Folwell, Perret, Wolf. **Guests**: 7

After struggling to make adequate connections to our Senators not in Moscow, the Chair called meeting #10 of the Faculty Senate to order at 3:34. A motion (Chung/St. Claire) to approve the minutes for the October 27, 2015 meeting of the Faculty Senate passed without objection.

Chair's Report: Chair Teal announced that it was time for Senators to nominate members from their college to the University Promotion's Committee. These nominations will be due in the Provost's Office by Friday, November 13th. The Faculty Secretary's Office will email the appropriate form to Senators.

Provost's Report: The Provost announced that the Strategic Planning Committee is getting under way. There are 35 members on the committee with representatives from every college. He suggested that people check his website to keep track of the progress of this committee. He believes that they will be launching a poll to get the committee started. There was a short discussion of developing an interactive capability within the website so people could comment on the strategic plan as it develops. The Provost suggested that they would be looking into ways to keep people informed and able to make comments.

Several Senators thanked the Provost for his recent letters communicating to the University and his general efforts toward developing a more open campus atmosphere. The Provost thanked them for their comments and indicated that this was an undertaking that we all needed to be engaged in if we are going to solve challenges facing the University.

With specific reference to the decision not to publish the quintile results from the FFF process, a Senator inquired about how units could find out where they ranked. The Provost stated that he had provided the results to the Deans and they have been instructed to share that information when asked.

Ombuds Search: The Chair introduced Shauna Corry for the purpose of providing an update on the Ombuds Search. Professor Corry provided Senators with a hand-out showing the proposed timeframe of the search. They have received 21 applicants so far and the position will close on November 7th. The successful applicant should be someone with strong mediation skills, an understanding of confidentiality issues with knowledge of the concerns of faculty, staff, and students. She believes they have a good applicant pool. There will be an opportunity for faculty, staff, and student input. Professor Corry indicated that the committee will conduct interviews in early December and hopes to have its recommendation to the President by the end of the semester.

Spread-Pay Task Force: Chair Teal next introduced Becky Tallent to report on the Spread-Pay Task Force. Professor Tallent provided a short summary of the major issues the committee is reviewing. The task force has spent the last month gathering information. The main problem has been that the UI has been pre-paying faculty from the start of the fiscal year (July 1st) even though for most faculty the semester doesn't start until the middle of August. There was initially some confusion as to whether the discussion was about new faculty arriving and getting paid before they started teaching or essentially all faculty. The pre-payment issue applies to all faculty. This can be seen as violating a state statute which does not allow advance payment. The other institutions in Idaho have payrolls that are managed by the state controller's office and do not engage in this type of pre-payment of salaries. There are also other issues related to properly attributing work effort to sponsored contracts. The committee is currently looking at eight different options to resolve the current problems.

The discussion that followed raised questions about how other institutions (not just in Idaho) dealt with this. With regard to our peer institutions, it was suggested that they may not have to deal with a state statute that restricts this type of pre-payment. The state schools have spread-pay but the payments correspond to the time actually worked. Thus they basically engage in deferred pay while we (at least during the fall semester) have advance pay.

We could transition to the type of retrospective payrolls used by the other state institutions, although this would involve a fairly significant one-time subsidy to bridge to the new system. A Senator suggested moving to an August to August contract. The Provost noted that this was one of the possible solutions, but this would still necessitate bridging people between July and the end of August in the first year.

FS-16-013-FSH 5300—Copyrights, Protectable Discoveries and Other Intellectual Property Rights. Chair Teal introduced Casey Inge who was in Boise. Mr. Inge was appearing (remotely) to provide an introduction to a proposed revision to FSH 5300. In July 2014 the University of Idaho (UI) submitted a revised version of FSH 5300 to the SBOE. The SBOE approved this revised version at its August 13-14, 2014 meeting. This proposed revision of FSH 5300 has not been submitted (until today) to the Faculty Senate although they have been reviewed by the UI Intellectual Property Committee. The major points of the proposed revisions are:*

- With respect to claims by the University to intellectual property arising from use of university resources, the University increased the scope of such claims, for copyrightable works and protectable discoveries, to be consistent with SBOE policy changes made in 2010.
- With respect to the transfer to the University of intellectual property rights claimed by the University and/or Board, the university policy now reflects the SBOE "requirement that institution employees…make a present assignment to the institution of rights, including future rights, in intellectual property to which the Board claims ownership by this policy…."
- The SBOE policy required further clarification regarding institutional responsibility for the protection and commercialization of university-owned intellectual property and the distribution of royalties generated from commercialization of university-owned intellectual property.

*Due to difficulties following Mr. Inge's comments caused by transmission interruptions on Scopia, the above summary comments are taken directly from the handout Mr. Inge provided to the Senate.

A Senator raised a question with regard to FSH 5300 B-2-b UI Sponsored Materials. The concern raised was that the retention of rights for UI faculty under B-1 isn't specifically applied to other sections of the policy. This omission might result in ownership being assigned to the University that should belong to the faculty member. Mr. Inge responded that he would be willing to look at the issue and consider more comprehensive exclusions.

Another Senator raised a question about consulting activities. This policy doesn't specify how discoveries made while someone is a consultant would be handled. Mr. Inge suggested that consulting activities were covered by not being claimed. He acknowledged that this could be made clearer and he would look into including something that addresses consulting.

Another question asked about what was meant in C-1 by the phrase "U.I. facilities (other than those resources openly available to the public)." Does this include facilities that are open to the public for a price? Mr. Inge stated that he understood this to mean facilities that are open to the public without charge. The Senator suggested that the language be changed to reflect that. A related question involved discoveries made at home using a university owned laptop. Mr. Inge stated that whether the work was done on a university owned laptop would be one consideration (but not the only one) in determining whether the University had a claim to the discovery. The Senator noted that this was why he used a separate laptop for consulting or independent work done at home.

A final question asked about whether the UI could claim ownership of ideas generated by a student using UI property. Mr. Inge stated that they are looking at this issue.

Chair Teal suggested that those who had other questions should direct them to Casey Inge and we would be returning to this issue in future meetings.

Adjournment: A motion (Murphy/Stoll) to adjourn passed unanimously at 4:15.

Don Crowley, Faculty Secretary and
Secretary to the Faculty Senate

University of Idaho
A LEGACY OF LEADING

Provost and Executive Vice President
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PO Box 443152
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www.provost.uidaho.edu

Date: October 30, 2015

To: Randall Teal, Chair, Faculty Senate

From: John M. Wiencek, Provost and Executive Vice President

Subject: Selection of Members for University-Level Promotion Committee

It is time to ask the Faculty Senate for nominations to fill the vacancies on this year's University-Level Promotions Committee. I have selected one third of the committee from last year's members and am awaiting confirmation from those individuals. In accordance with *Faculty Staff Handbook*, Section 3560 H-2, the nominations from Faculty Senate should include the following:

College/Unit	**Number of Nominees**
College of Letters, Arts & Social Sciences	4
College of Art & Architecture	2
College of Business & Economics	2
College of Education	2
College of Engineering	2
College of Natural Resources	2
College of Law	2
College of Science	2
College of Agricultural & Life Sciences	
Faculty w/>50% Teaching & Research	2
Faculty w/>50% University Extension	2
Faculty at Large	2

Some colleges/units will have representation from individuals who served last year so we may not need to use nominees from these areas; however we would appreciate having names to use as backup should we need to make a substitution. Please join me in asking Faculty Senate representatives to work within their colleges/units to identify nominees. They can submit the names of nominees by completing the attached form and sending it to Lodi Price in my office by Friday, November 13. I will schedule a meeting with you to discuss the formation of the committee.

Please ask the Senators to consider the broad cross section of academic duties for the professorate--scholarly work via teaching, research/creative activity, outreach, and service--when making nominations. It is important to have a committee that on the whole is representational of these major pursuits. I encourage you to nominate professors who are seen as leaders in their colleges and departments. The responsibilities of the committee collectively are to understand and implement the university's policies regarding promotion. Thank you.

Nominations for University Level Promotions Committee

College Nominee____
Name Rank

Department ____

Work Mailing Address____

Phone Number____

Email Address____

College Nominee____
Name Rank

Department ____

Work Mailing Address____

Phone Number____

Email Address____

Nominating Faculty Senate Representative_______________________________
Name

Please return completed nomination form to Lodi Price, Campus Zip 3152; lodi@uidaho.edu or 885-6558 (fax) by November 13, 2015

Thank you!

University Promotions Committee FAQs

The Provost is requesting Faculty Senate to seek nominees from their college for any vacancies on this committee for their college (see memo which ones and number needed).

- 1. *If there are 2, 3, or 4 reps on senate, do all four seek nominees or is one designated to take charge?* Everyone should seek nominees. However, there may be requests for 0 to 2 nominees per college/unit so those with several FS reps should coordinate with each other who will take over the responsibility of returning two (or the number requested) nominees on the form for your college.

- 2. *Is it okay to ask for assistance from the Dean's Office?* Although nominations are submitted by the senate, it is expected that you, as Faculty Senate representatives, solicit nominees from your college faculty following the by-laws in your college, if any. The intent is that the nominees come from the faculty within your college and senator(s) shall submit two names (or the amount requested on the form) per college/unit.

- 3. *If five names are nominated by a college who makes the final selection?* Put them in order of preference and explain what each brings to the table to assist the Provost, chair and vice chair of senate in making their selection (see FSH 3560 H-2 a.)

- 4. *Do college by-laws include this process; if not, should they?* Each college should decide what is best.

- 5. *Does it have to be a full professor could it be assoc. or asst.*? See excerpt below:

  Excerpt from Provost letter:

  > "Please consider the broad cross section of academic duties for the professorate -- scholarly work via teaching, research/creative activity, outreach, and service -- when making nominations. It is important to have a committee that on the whole is representational of these major pursuits. I encourage you to nominate professors who are seen as leaders in their colleges and departments. The responsibilities of the committee collectively are to understand and implement the university's policies regarding tenure and promotion."

UI Institutional Research & Assessment

Graduate Assistant Average Salaries and Hours on Record as of 10/1/2015

	Title	Count	Average of Appt Hours	Avg of Hrs/Pay Period	Average of Hourly Rate	Avg of Annual Salary	.5 FTE Equivalent	OK State Avg*	% of OK State Avg
UI Total	Research Assistant	319	707	36	$20.22	$14,383	$15,528	$15,723	91
UI Total	Teaching Assistant	343	597	36	$16.21	$9,737	$12,643	$14,885	65
UI Total	Grand Total	662	650	36	$18.14	$11,976			

* OK State Data is not calculated in the same fashion as UI salaries. The OK State data is not directly comparable.

University of Idaho Average TA/RA Salaries by College

College	Title	Count	Average of Appt Hours	Avg of Hrs/Pay Period	Average of Hourly Rate	Avg of Annual Salary	.5 FTE Equivalent	OK State Data*	OK State Data w/waiver
Col of Agricultural & Life Sciences	Research Assistant	63	814	40	$21.19	$16,861	$16,528.00		
	Teaching Assistant	11	731	36	$17.11	$12,418	$13,345.00	$14,516.00	$20,384.00
Col of Letters, Arts & Social Sci.	Research Assistant	2	780	40	$17.00	$13,260	$13,260.00		
	Teaching Assistant	115	728	38	$14.45	$10,569	$11,271.00	$13,066.00	$18,339.00
College of Art & Architecture	Research Assistant	5	580	40	$15.00	$8,852	$11,700.00		
	Teaching Assistant	27	480	30	$10.26	$4,913	$8,002.00	$11,358.00	$18,509.00
College of Business & Economics	Research Assistant	1	380	20	$17.50	$6,650	$13,650.00		
	Teaching Assistant	22	439	27	$10.92	$4,729	$8,517.00	$11,392.00	$17,212.00
College of Education	Research Assistant	6	638	35	$20.89	$13,677	$16,294.00		
	Teaching Assistant	21	714	38	$19.45	$13,953	$15,171.00	$13,699.00	$19,463.00
College of Engineering	Research Assistant	49	576	37	$19.22	$11,070	$14,991.00		
	Teaching Assistant	33	429	38	$15.67	$6,993	$12,222.00	$16,384.00	$23,292.00
College of Graduate Studies	Teaching Assistant	1	780	40	$17.35	$13,533	$13,533.00	$13,066.00	$18,339.00
College of Natural Resources	Research Assistant	97	712	33	$19.67	$14,164	$15,342.00		
	Teaching Assistant	30	351	30	$17.32	$5,712	$13,509.00	$15,162.00	$21,800.00
College of Science	Research Assistant	48	728	37	$21.16	$15,616	$16,504.00		
	Teaching Assistant	82	606	38	$20.96	$12,690	$16,349.00	$17,127.00	$23,050.00
University Outreach - Idaho Falls	Research Assistant	8	723	40	$19.68	$14,228			
University Research	Research Assistant	40	687	36	$21.03	$14,671			
	Teaching Assistant	1	170	20	$11.77	$2,001			
Grand Total		662	650	36	$18.14	$11,976			

* OK State Data is not calculated in the same fashion as UI salaries. The OK State data is not directly comparable

TA In-state Tuition Contributions by COGS and Depts.

	$ Amount	Headcount
Full Fees	$74,198.00	18
Partial Dept fees	$77,013.45	41
COGS	$879,754.00	107

COGS	$879,754.00	107
Dept's	$151,211.45	59
	$1,030,965.45	166
Total TA's	$2,811,924.00	342
	($1,780,958.55)	

Email provided to Provost's Council 9/21/15 for discussion

All,

As many of you know the University of Idaho implemented a new consolidated fringe rate (CFR) effective FY2016. This rate was negotiated with our cognizant agency in a manner similar to our indirect cost recovery rate and provides several benefits including simplified budgeting and actuals, centralized payment of terminal leave payouts and funding for employee waivers. While the CFR is simply a new method of allocating our existing benefit costs and therefore is structured to have a net zero effect university-wide the new rate structure did result in significantly higher than budgeted costs to certain areas including grants and contracts and summer session. Understanding this, Cabinet agreed to investigate the possibility of financially mitigating at least some of the negative impacts.

In order to assess the impacts on grants and summer session we requested that units submit cost impact analysis worksheets for grants and summer session budgets where they felt the impact of the CFR could not be absorbed. The final due date for these worksheets was July 31 for summer session and August 31 for grants. At this time all summer session and the bulk of the grant submissions have been reviewed by the Budget Office (summer session) and OSP (grants) to ensure accuracy and consistency in the data submitted and in the application of funding recommendation criteria.

Based on these submissions the Budget Office, OSP and I recommend allocation of the following <u>one-time</u> funding:

- $175,000 for summer session – this reflects 100% funding for all reviewed submittals
- $200,000 for grants and contracts – in general this reflects 100% funding for submittals where the impact after review represents 5% or more of the overall direct-cost budget balance and 0% funding for those where the impact represents less than 5% of the overall budget. The $200,000 also includes an estimate of the forms received on August 31 and still under review as well as forms anticipated to be submitted after the deadline due to extenuating circumstances

We further recommend that these allocations be made at the Dean level. We will provide the supporting documentation indicating which budget(s) their allocations are based on but each Dean will have the latitude to determine how best to distribute this funding within their college. As indicated above this is a one-time commitment. While the administration may wish to revisit the tuition revenue sharing plan for summer session in the future to provide ongoing mitigation of cost increases that impact the financial viability of summer session offerings (CFR, salary increases, etc.), it is expected that grants and summer session expense budgets going forward will be based on the new CFR and therefore should not require additional central resources as a direct result of the CFR implementation.

Please provide input on our recommendations. Thank you to Trina Mahoney and Heather Nelson for doing outstanding work on this project. Their efforts are much appreciated.

- Dan

Daniel Ewart / Vice President for Infrastructure and Interim Vice President for Finance / University of Idaho
208-885-2271 /Administration Bldg Room 140 / 875 Perimeter Drive MS 3155 Moscow ID 83844-3155
<image001.png>

University of Idaho

Office of Research & Economic Development
CFRquestions@uidaho.edu
www.uidaho.edu/research

TO:	University of Idaho faculty and staff
FROM:	Jack McIver, Vice President for Office of Research & Economic Development Ron Smith, Vice President for Finance and Administration
DATE:	May 18, 2015
SUBJECT:	New Fringe Rate

Over the past 12 months, the university has been working to evaluate the cost/benefit of implementing a consolidated fringe rate (CFR) methodology for charging employee benefits across all campus budgets, including grants and contracts.

Historically, the university has attempted to allocate costs on an actuals basis; however, that methodology is difficult to monitor and control from a compliance perspective, given the cost variability in our self-funded medical program. Adopting a CFR cost allocation methodology, approved by the federal Department of Health and Human Services (DHHS), provides a simple way to budget and charge personnel benefit costs across all funding sources on campus. A CFR cost allocation methodology also offers a more comprehensive way to remain in compliance with applicable costing standards established by federal, state and private granting agencies.

After completing the cost/benefit analysis, the university determined a CFR methodology was in its best interest and submitted a CFR proposal to DHHS. The university's proposal contained the following three employee classifications and fringe benefit rates for Fiscal Year 2016:

- Faculty: 31.6 percent
- Staff: 39.2 percent
- Student: 2.5 percent

This fringe benefit charging methodology replaces the current practice of charging multiple rates for employees based on their individual compensation levels. Included in these rates is a small percentage charged to cover employee terminal leave. This change will allow for proper cost allocation of terminal leave costs proportionally across all budgets by providing a shared terminal leave pool, which will serve as the authorized centrally-funded budget to charge actual terminal leave when paid. The historical practice of funding terminal leave has been a source of complex and frustrating budget concerns for several years. Implementing a CFR will help mitigate this problem.

University of Idaho submitted its CFR proposal to DHHS in January 2015 and completed a series of follow-up questions in early April. We are awaiting further communications from DHHS; however, we do not have a firm date for final approval of our proposal. An implementation team has been formed with representatives from ITS, Controller's Office, Office of Sponsored Programs (OSP), Budget Office and external support from Huron Consulting. Senior leadership from DFA and Research Administration are championing this project with additional support and collaboration with the President's Cabinet.

The CFR implementation team will periodically provide status updates to all campus constituents as key project facts and success points are identified. Team members from OSP and the Budget Office will also begin to analyze the potential financial implications to existing grants as a result of moving to a new cost allocation methodology. Senior leadership is committed to providing the funding necessary to mitigate any material negative effects to existing grants.

If you have questions or comments about this process, please send them to CFRquestions@uidaho.edu. Members of the CFR implementation team will address them as quickly as possible. A website is also under development that will include more detailed information about the CFR project, answer questions and provide updates as the project progresses.

Thank you for your support and patience as we implement this important initiative.

John McIver
Vice President for Office of Research & Economic Development

Ron Smith
Vice President for Finance & Administration

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #10

3:30 p.m. - Tuesday, November 3, 2015
Brink Hall Faculty-Staff Lounge & Scopia

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #9, October 27, 2015 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

Ombuds Search (Corry)
Spread Pay (Tallent)

VII. Special Orders.

- **FS-16-013- FSH 5300** – Copyrights, Protectable Discoveries and Other Intellectual Property Rights (Inge)(intro)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #9
FS-16-013

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #9, Tuesday, October 27, 2015

Present: Anderson, Brown, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Flores, Folwell, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Jeffery, LaPrath, Latrell, Mahoney, Murphy, Nicotra, Royer, St. Claire, Stoll, Teal, Wiencek (w/o vote), **Absent:** Adams, Barbour, Boschetti, Brewick, Foster, Perret, Wolf. **Guests**: 5.

The Chair called meeting #9 of the Faculty Senate to order at 3:31 p.m. A motion (Stoll/Folwell) to approve the minutes for the October 20, 2015 meeting of the Faculty Senate passed without objection.

Chair's Report: Chair Teal announced that members should expect an email from the Faculty Secretary's Office in the near future seeking volunteers for the task force on compliance with conflict of interest' policies. He also asked for a person to serve as the Senate's representative to the classroom work group. This committee meets on the 1st and 3rd Thursdays of the month at 3:45 p.m. A former member of this committee noted that some of the issues dealt with by this committee required someone interested in interior design, but other issues dealt with pedagogical questions and the use of technology in the classroom. No one volunteered. Anyone interested should contact Senate Leadership.

Provost's Report: Before turning to his retrospective report on Focus for the Future, Provost Wiencek wanted to call everyone's attention to the use of "Yellow Dig" and "Sli.Do" which will be used during the strategic planning process. We will be piloting "Yellow Dig" for a year. It can be used for classroom discussion and it will be integrated with Blackboard. He also noted that there is a link off of his web page which allows faculty to look up the salary of those in their discipline at peer institutions. This will allow faculty to know how their salary compares to market.

The rest of his report focused on Focus for the Future. In part he was replying to a request made last summer by Faculty Senate Leadership to show what savings had resulted from the process and how those funds were reallocated. He also wanted to emphasize that there is a whole new leadership team at the University who were not here during the process. This summary reflects his "outsider" attempt to piece together what occurred during the FFF process.

The Provost began by noting that the FFF process is now over and there will not be an attempt to reach back and redo any of that data and analysis. The SBOE does expect the University to have an ongoing program prioritization process and our future efforts will play a significant part in future budget decisions. The FFF process began after Governor Otter mandated that state agencies justify all their spending before making future budget requests (generally known as zero based budgeting). In response the SBOE requested that state universities engage in a process of program prioritization. The Board expected each institution to specify a set of outcomes that they wished to prioritize along with the specific reallocation of resources to be used in support of those outcomes.

Provost Wiencek suggested that perhaps we (the UI) had not framed our process as carefully as we might have and thus what we were trying to accomplish became rather murky. He did feel that we have learned a great deal from the process and will be able to improve how we respond to the SBOE's requests in the future.

The process we followed involved self-assessment of programs as well as the extensive accumulation of quantitative data. As summarized by then President Burnett "our process did not produce a quintile ranking of programs; however, it did identify programs that were strong, those in need of improvement in order to be sustained, and those to be closed or consolidated." The Board wanted programs placed into quintiles, while our original attempt did not sort programs into five equal groups. In response, Provost Aiken spent considerable effort trying to sort programs into quintiles, although Provost Wiencek wasn't sure exactly how this had been done. The SBOE never asked to see the actual rankings of programs. However, the Provost noted that when making proposals for new investments the Board will want to know that these requests are for high priority programs.

The FFF process resulted in moving or restructuring six programs, changing or consolidating five programs, and discontinuing nineteen programs. This resulted in a savings of $460,000. These savings were reallocated to a variety of programs. The specific list of where these funds were spent can be found in the packet for today's Senate meeting.

In summarizing his general observations Provost Wiencek noted that:

- There was a lot of narrative although it wasn't always clear how these narratives factored into the overall result.
- The process involves a lot of effort and isn't the type of process we can afford to engage in on a continuing basis.
- The process isn't sustainable in its current form.
- He believes that we fulfilled what the Board wanted, despite the fact that there were some misunderstandings along the way.
- The measurements of non-academic programs were uneven and will have to be changed in the future. Some administrative offices were not assessed.
- The Board will expect future budget requests to be directed at high priority programs.
- The Board expects program prioritization to be incorporated into the universities annual budgeting and program review process.
- We need to create a more automated process in some areas, although he acknowledged that some things can't be automated.
- Quality is a hard thing to assess and we must make sure that there is appropriate space for qualitative analysis.

Provost Wiencek emphasized the need for a fresh start. In particular we need to develop a clearer understanding of why we are engaging in program prioritization and what the likely effects are. While we will be investing in our top priority programs, we need to build into the process a method to allow programs in the lowest quintile to move to the center. Program prioritization folds into our accreditation process although there does need to be a better alignment between the two. He noted that NWCCU stated that program prioritization was a useful assessment tool, but was "not a holistic process designed to assess mission fulfillment." We can't fulfill our mission by continually cutting.

Looking forward the Provost stated that we needed to align this process with our goals to increase enrollment. We need to attract out-of-state students who want to come here because we are excellent in something. He noted that we do a lot of things well, but we don't have a nationally ranked # 1 program. Nationally ranked programs create a "halo effect" which helps to make the whole system thrive. To do this we will need to be innovative and look for places where we can be excellent. He see's growing the institution as consistent with developing quality programs of distinction. Integrated planning will be an important part of our success. We will need to think about vacant lines and moving funds into high priority areas. He is proposing a new "Program Prioritization Executive Committee" that he will Chair. He expects this committee to be broadly representative of the university. This committee will define how results of future prioritization processes will be used. The scoring or rankings of these future results should be available for all to see.

The Provost was asked what the other state universities did that seemed to receive a better reception from the SBOE. The Provost suggested that both ISU and BSU had a clearer "dashboard" that seemed to be more cut and dried by showing whether particular programs were profitable. Our process did not yield similar results since we didn't rely totally on quantitative data. The reality is that now both ISU and BSU are having problems knowing what to do with their data and how to deal with low quintile programs. Another Senator asked about the difficulty of assessing non-academic programs and whether the same criteria can be used. The Provost acknowledged that we can't use a "one-size fits all approach."

The Provost ended his review by asking if the quintile results of the previous FFF process should be published realizing that we weren't going to be using these rankings in the future. The quintiles had not previously been shared although he had just made the results available to the Deans. There were various responses to this question.

- Several Senators stated that the results of the previously flawed process should not be published. That labeling programs could be very destructive and we already had reasons to suspect the integrity of some of the data.
- Programs should be able to know where they ranked, but broader publication might create other problems especially since there was no intent to use these rankings.
- What we did wasn't really a prioritization process, but more of an assessment process. Some programs might be poorly ranked, but should be a high priority because universities need those programs.
- Concerns were raised about circular results. Those units with resources that looked better would then use their relatively higher ranking to request more resources.
- Some Senators stated that they struggled with this question because the results were part of our collective history and those in lower ranked programs needed to know so they could react accordingly.
- There was also the concern that the past results might drive future decisions.

The Provost responded to some of these concerns by stating that he understood that some programs that were ranked lower were central to the university and this is why we need to be sensitive to various non-quantitative considerations. He also stated that the programs that were in the lowest quintile already knew that they were. He had already shared the results with the Deans and they could decide what information to share with the units in their college. He understood that all programs wanted to be treated fairly and wanted to be evaluated in a transparent way. He felt that at times the prior process had struggled with this.

Various Senators expressed their pleasure with the straight-forward and honest presentation and thanked the Provost for providing this clear overview. They felt that the changes he had outlined were positive and that we shouldn't get too bogged down in a retroactive analysis of what happened in the past. It can be very damaging and time consuming to continually have to go through these processes.

Adjournment: With time getting short Chair Teal thanked the Provost for his presentation and requested a motion (Stoll/Mahoney) to adjourn. The motion passed unanimously at 5:01 p.m.

Don Crowley, Faculty Secretary and
Secretary to the Faculty Senate

Search Committee Members:

Shauna Corry, Search Chair	Associate Professor and Chair, Interior Design Program
Yunhyung Chung	Associate Professor, Business
Max Cowan	Undergrad Rep/ASUI President
Lisa Miller	Accountant, Auxiliary Services/Vice Chair Staff Council
Inna Popova	Analytical Instrument Manager, PSES/Staff Council
Ellen Schreiber, Ex-Officio	Ombuds
Anthony St. Claire	Graduate Student Rep/GPSA President
Jeanne Stevenson (on behalf of Provost Wiencek)	Vice Provost for Academic Affairs
Greg Walters	Executive Director of Human Resources
John Wiencek	Provost and Executive Vice President
Nichole Vietz, Search Coordinator	Fiscal Management Assistant and AAC, Office of the President

Number of Applicants as of Nov. 3: 21

Timeline

Nov. 7	Position Closes
Nov. 13	Applications reviewed and rankings due to Search Coordinator for compilation
Nov. 17	Committee Meeting Discuss applicant ranking and identify viable candidates for interview Finalize interview questions Identify dates for interviews
Nov. 30/Dec. 11	Interviews (in-person or Skype); extended if needed
Dec. 12/Dec. 18	Confidential Feedback from Faculty Senate, Staff Affairs and ASUI to President Staben
Dec. 14	Committee Meeting to draft recommendations for President Staben
Dec. 17	Committee Meeting to finalize recommendation to President Staben

Issues with Spread Pay

Crux of the Issue for the Task Force:

There are multiple other concerns from HR, but the primary one is the process of pre-paying employees prior to the start of the academic year. Under Idaho state law, UI should not be paying employees in advance (which happens between July 1 and Aug. 18; this is different from other state schools which are allowed spread pay without the advance component.) As Jack Miller explained after his conversation with Kent Nelson, "The other school's payrolls are managed by the state controller's office. Apparently UI's constitutional status causes us to be independent of the controller's office."

The Task Force is considering eight options, ranging from no change to significant structural changes. The simplest action would be to move the pay start date to August rather than the current July 1 and provide an option within the UI HR system for employees to check if they want spread pay or not.

Currently, the Task Force is developing a series of Town Hall meetings for faculty and staff to gather comments/opinions. We are also still considering a brief survey as well as one-on-one in-depth interviews with faculty. The next meeting is Nov. 9. This is where we will take the time to discuss how to collect feed-back and narrow some of the alternatives.

Background Information from UI Human Resources (Thanks to Brandi Terwilliger)

History: The University has historically allowed employees on less than 12-month contracts, for example academic-year faculty, to "spread" their pay over 12 months. At some point, a decision was made to pay faculty and some staff following the fiscal year calendar (7/1 through 6/30) rather than the performance period of their contract (approximately 8/15 through 5/15). This results in a pre-payment to the employee for approximately six (6) weeks prior to fall semester start and a post-payment for the weeks following the end of spring semester. Prior to 7/1/10, the salary expense was charged to budgets on a cash basis (the amount paid) rather than on the appropriate accrual basis (the amount earned). This practice not only caused significant issues with federal effort certification guidelines, but resulted in under-billing of external sponsors, causing the University to cover the difference in salary and fringe. This previous practice also did not follow generally accepted accounting principles.

Federal regulations for sponsored projects include the requirement that employees regularly certify that the effort they put forth on a project matches when the salaries were charged to the project. Prior to the Banner deferred pay being implementation, this effort certification was incorrect and confusing to faculty who were certifying to effort not expended during the period. The non-compliance occurs both when the sponsor is billed for salary when no effort is expended, and when the faculty member certifies to effort not expended during the reporting period.

Changeover to Banner deferred pay: During FY10 the University went through a reboot of its payroll system back to "vanilla" Banner. As part of this implementation, the University also elected to add the functionality of Banner deferred pay. We had deferred pay in the legacy system before Banner. We went live with Banner Payroll using deferred pay. In 1999 we quit using it and moved to the spread pay method because of difficulties in using deferred pay.

The discussion around the elimination of deferred/spread pay has been ongoing for a number of years. This is the second time in recent history that the University has tried to eliminate it.

Specific HR Issues
There are multiple issues with Spread Pay following at the top concerns from HR –

- Used for Classified employees only.
  - Deferred pay will not work with hourly employees because wages paid must be paid for hours worked each pay period.
- Exempt employees working less than the full year have their pay spread over the full year.
  - Actual earned hourly rate is reduced to pay over the longer period of time**
    - This creates a couple of problems
      - Additional time worked is calculated at the spread pay rate by Banner; a manual adjustment needs to be processed to pay the difference in rates as Banner doesn't know how to handle this situation that we have created
      - The reduced hourly rate could potentially be less than minimum wage in the system, manual intervention is needed as Banner is programmed to pay minimum wage or higher
  - While not working, they enter LWA (leave without accrual) on their timesheets. This is necessary in order to ensure that fringe benefits and workers compensation are properly charged. This is a manual monitoring process to ensure that leave is entered correctly.
  - Pay is not correctly charged out during the time that the employee is working and causes OSP problem with compliance (A-21)
  - This practice results in additional months of credited service by PERSI. We may have to discontinue due to the new PERSI reporting tool which captures payroll data.

Currently all employees working fewer than 12 months are defaulted into deferred/spread pay rather than given a choice. When changes occur to an appointment like an employee's FTE or salary, it creates a need for manual and complex calculations to occur to assure the individual receives proper pay and accounts are properly billed. This is a very labor intensive collaborative effort and can involve personnel from multiple departments/areas such as budget, payroll, HR, benefits and others.

Overview of Revision to University of Idaho Intellectual Property Policy (FSH5300): SBOE-Required Changes and Changes Resulting from Discussion with the IPC

In July, 2014, the University of Idaho submitted a revised version of FSH 5300, Copyrights, Protectable Discoveries, and Other Intellectual Property to the State Board of Education (SBOE), and this revised version of the policy was approved by the SBOE at its August 13-14, 2014 meeting. The majority of the included changes, intended to make the University policy consistent with changes to the SBOE intellectual property policy, made in 2010 and 2013, were previously the subject of discussion between the Office of General Counsel (OGC) and the University of Idaho Intellectual Property Committee (IPC). After this discussion with the IPC, but before submission of the University policy in July 2014, the SBOE requested and the University made additional but non-substantive changes or clarifications.

In 2015, OGC reviewed the SBOE-approved version of the policy with the IPC. As a result of this review, OGC further revised the policy, clarifying scope and application of Section B-2(a)(2) of the revised policy; these revisions were endorsed by the IPC. The substantive changes required by the SBOE and the clarifications resulting from points raised by the IPC are described below.

- **With respect to claims by the University to intellectual property arising from use of University resources, the University increased the scope of such claims, for copyrightable works and protectable discoveries**, **to be consistent with SBOE policy changes made in 2010** (See SBOE Policy V.M. Sections 2(b)(i), 2(b)(ii), 2(c)(ii), and 3(a) and (b)) These changes were shared with the IPC in December 2013 and further revised after comment by the IPC in February and March of 2015.
    - **Claims of ownership arising from any work performed by an employee of any institution during the course of their duties to the institution, excluding traditional scholarly or creative works**.
        - **FSH 5300 B-2 (b)(1)**: Materials are "UI-Sponsored Materials" within the meaning of this policy, and shall be and are assigned to UI consistent with Subsection G, if the natural person or persons… prepared the work as part of his or her employment duties at UI, excluding those works identified in B-2-a.
            - **FSH 5300 B-2 (a)**: **Retention of Rights by University Faculty**. Except as otherwise provided in Subsection B-2, above, the natural person or persons retain the rights to (1) copyrightable works produced while on sabbatical leave; (2) course materials, study guides, and similar works prepared by University Faculty in the furtherance of their instructional responsibilities at UI. *See* FSH 1565 D; and (3) works prepared by University Faculty as part of the general obligation to produce scholarly or other creative works, such as, but not limited to articles, books, musical compositions, and works of art. *See* FSH 1565 C-2.
    - **Claims of ownership based upon use of University resources**:
        - **FSH 5300 B-2(b)(5)**: Materials are "UI-Sponsored Materials" within the meaning of this policy, and shall be assigned to UI consistent with Subsection G., if the natural person or persons: … made "substantial use" of UI resources in the creation or development of the specific materials, provided however that the use of UI resources openly available to the public shall not be considered "substantial use" of UI resources.
        - **FSH 5300 C.** "Absent a valid written agreement to the contrary, any Protectable Discoveries made by UI employees, students, or such other natural person or

persons identified above with the use of facilities (other than library resources) owned by UI or made available to it for project or research purposes are deemed to have been made in the course of working on a research program or project of UI" and **FSH 5300 C-1**: A Protectable Discovery made by a natural person or persons wholly on his or her own time outside of his or her duties at UI and without the use of UI facilities (other than library resources) belongs to that natural person or persons, even though it falls within the field of competence relating to the person's UI position.

- **With respect to the transfer to the University of intellectual property rights claimed by the University and/or Board**, the University policy now reflects the SBOE "requirement that institution employees and other persons subject to this Board policy make a present assignment to the institution of rights, including future rights, in intellectual property to which the Board claims ownership by this policy and/or the institution claims ownership by its institutional policy…" (SBOE Policy V.M. Section 4(b)(iv). These changes were shared with the IPC in December 2013; the language of FSH 5300 has been revised since to be more consistent with the language required, under *Stanford v. Roche*, to effect a present assignment of rights (*i.e*. "do hereby assign").
  - FSH 5300 (G): PRESENT ASSIGNMENT OF RIGHTS IN INTELLECTUAL PROPERTY. All intellectual property to which UI claims ownership by this policy shall belong to UI, and UI employees, students, and other persons subject to this policy do hereby assign to UI all rights, including future rights, in intellectual property to which UI claims ownership by this policy or as otherwise required by policy of the UI Board of Regents, and in any related application for legal protection of such intellectual property. Any person assigning intellectual property to UI subject to this Section G. shall cooperate fully with UI in in preserving, perfecting, and protecting legal rights associated with such assigned intellectual property. Such cooperation may include, but is not limited to the execution, of confirmatory assignment to the University of particular intellectual property.
    - This language does not alter the obligation, under the prior versions the policy, of employees to assign such rights to the University; it affects the timing of the assignment.

- **The SBOE policy required further clarification regarding institutional responsibility for the protection and commercialization of University-owned intellectual property and the distribution of royalties generated from commercialization of University-owned intellectual property**. These changes were made after the initial discussion of the policy with the IPC.
  - These clarifications are found in:
    - FSH5300A-1(d). Definition of "designated agent" added at the request of the SBOE.
    - FSH5300B-4(b) and (c). Clarification of royalty distribution for commercialized copyrighted works owned by the University.
    - FSH5300C-2. Identification of unit (Office of Technology Transfer [OTT]) responsible for securing legal protection of "Protectable Discoveries," as required by SBOE policy.
    - FSH 5300C-2(d). Clarification of the activities in which OTT may engage, with respect to "Protectable Discoveries," as required by SBOE policy.

UI FACULTY-STAFF HANDBOOK
CHAPTER FIVE:
RESEARCH POLICIES ~~July 2009~~November 2015

5300

COPYRIGHTS, PROTECTABLE DISCOVERIES AND OTHER INTELLECTUAL PROPERTY RIGHTS

PREAMBLE: This section outlines UI policy concerning copyrights, as they arise from university research. Particularly this section discusses the assignment of ownership to such copyrights. This section was part of the 1979 Handbook *but was revised in a significant way 1) in July of 1992 to reflect changes in applicable federal law, 2) in January of 1995 by the addition of subsection C-5 to reflect the change in the Regents' intellectual property and conflict of interest rule (former IDAPA 08.01.09.101.03c), and 3) in 2007 to update terminology and add clarity to the rights and obligations of the University and of its employees and students in dealing with intellectual property, and in 2008 edited to reflect the restructuring of technology transfer functions from Idaho Research Foundation to the Office of Technology Transfer. In 2009 revisions were made to B-2 to comply with federal law. Unless otherwise noted, the text is as of July 1996. This policy was revised in November 2015 for consistency with the revised intellectual property policy of the Board of Regents of the University of Idaho. For more information, contact the Research Office (208-885-6651).* [ed. 7-98, rev. 2-07, 4-08, 7-~~09~~09, 03-15]

CONTENTS:

A. INTRODUCTION. The UI encourages the creation of scholarly works as an integral part of its mission. UI participation in the development, marketing, and dissemination of educational materials has as its aim the improvement of the quality, effectiveness, and efficiency of student learning and of faculty and staff development. The UI recognizes its obligation to transfer technology and useful discoveries to society. With respect to all types of intellectual property, the rights and obligations of UI, its employees and students and other third parties shall be governed by this policy. To the extent permitted by this policy, individuals may enter into contracts with UI to address intellectual property, in which case the contract terms shall control, provided that the contract was entered into in a manner consistent with this policy.

A-1. DEFINITIONS. For purposes of this Section 5300 and Section 5400, the following terms shall have the following meanings:

a. "electronic" shall mean relating to technology having electrical, digital, magnetic, wireless, optical, electromagnetic, or similar capabilities.
b. "written" or "in writing" shall include information created, generated, sent, communicated, received, or stored by electronic means, including without limitation email, telecopy, and facsimile transmissions.
c. "natural person or persons" means natural person or persons involved in the creation or development of intellectual property.
d. "designated agent" means the person or entity acting on behalf of the UI, within the scope of and under authorization through a written agreement between the person or entity and UI, to protect, commercialize, other otherwise transfer rights in intellectual property subject to this policy and to, as authorized by the UI, to enforce rights in such intellectual property. A designated agent of the University may include, by way of example and not limitation, a UI-affiliated foundation approved by the Regents of the University of Idaho and acting under an operating agreement between UI and the foundation.

B. COPYRIGHTS. UI participation in the development of copyrightable works raises questions concerning the ownership and use of materials in which UI has become an active and intentional partner through substantial investment of resources. This policy is established to clarify the rights of the natural person or persons and the UI regarding ownership and use of copyrightable materials in the absence of a valid written agreement between the natural person or persons and UI. The UI acknowledges the right of faculty and staff members and students to prepare and publish certain materials that are copyrightable in the name of the natural person or persons and that may generate royalty income for the natural person or persons. ~~(In this policy, "the natural person or persons" is to be construed broadly as including producers of creative works in the arts and sciences and creators of literary or scholarly writing.)~~

B-1. Coverage. The types of materials to which this policy applies include:

a. Study guides, tests, syllabi, bibliographies, texts, books, and articles.

b. Films, filmstrips, photographs, slides, charts, transparencies, illustrations, and other visual aids.

c. Programmed instructional materials.

d. Audio and video recordings.

e. Simultaneously recorded live audio and video broadcasts.

f. Dramatic, choreographic, and musical compositions.

g. Pictorial, graphic, and sculptural works.

h. Computer software, including computer programs, procedural design documents, program documents, and databases as defined below: *[ed. 7-00]*

(1) "Computer program" means a set of instructions that direct a computer to perform a sequence of tasks.

(2) "Procedural design document" refers to material that describes the procedural steps involved in the creation of a computer program.

(3) "Program document" refers to material created for the purpose of aiding the use, maintenance, or other interaction with a computer program.

(4) "Data base" means a collection of data elements grouped together in an accessible format.

i. Other copyrightable materials, including materials generated in the production of any of the above works.

B-2. Assignment of Ownership. ~~Faculty, staff members,~~UI employees and students retain all rights in the copyrightable materials they create except in the cases of "UI-Sponsored Materials" as defined in Subsection B-2-b below, materials subject to grant of a non-exclusive license to UI for public access as described in Subsection B-2-c below, materials covered by a Grant or Contract as discussed in Subsection E below, and materials covered by a valid written agreement between the natural person or persons and the UI as discussed in Subsection B-5 below. Faculty members, staff members, and students shall, consistent with Subsection G, assign rights in copyrightable materials claimed by UI under the above-identified exceptions and shall co-operate with reasonable requests from UI for the creation of any documents and records needed to vest and memorialize UI's rights, if any. *[rev. 7-09]*

a. Retention of Rights by University Faculty. Except as otherwise provided in Subsection B-~~2-b and B-2-c~~2, above,, the natural person or persons retain the rights to: (1) copyrightable works produced while on sabbatical leave; (2) course materials, study guides, and similar ~~materials~~works prepared by University Faculty in the furtherance of their instructional responsibilities at UI. *See* FSH 1565 D; and (3) works prepared by University Faculty as part of the general obligation to produce scholarly or other creative works ~~of the natural person or persons,~~ such as, but not limited to, articles, books, musical compositions, and works of art. *See* FSH 1565 C-2. *[rev. 7-09]*

b. UI-Sponsored Materials. Materials are "UI-Sponsored Materials" within the meaning of this policy, and shall be and are assigned to UI consistent with Subsection G, if the natural person or persons: (1) ~~was commissioned specifically~~prepared the work as part of his or her employment duties at UI, excluding those works identified in B-2-a; (2) was specially ordered or commissioned in writing by UI or one of its distinct units to develop the ~~material as part of his or her employment duties and the writing states that the resulting works would be considered "UI Sponsored"; (2~~work; (3) received extra pay from UI to prepare the specific materials pursuant to a valid written agreement providing that the extra pay is consideration for the preparation of the specific materials; (~~3~~4) received release time from regular duties, not including sabbatical leave, to produce the specific materials; or (~~4~~5) made "substantial use" of UI resources in the creation or development of the specific materials, provided however that the use of UI resources ~~regularly and customarily~~openly available to ~~him/her as part of his/her regular employment or as part of his/her regular academic enterprise,~~the public shall not be considered "substantial use" of UI resources.

c. University Non-exclusive License for Public Access. In order to permit UI to comply with public access mandates established by federal law or federal agency or university policy (e.g. the National Institutes of Health Public Access Policy, Division G, Title II, Section 218 of PL 110-161 [Consolidated Appropriations Act, 2008]) and related terms and conditions of research agreements, ~~faculty, staff,~~UI employees and students accepting research grants or contracts from, and conducting research from United States federal agencies ~~shall~~do hereby grant UI an irrevocable, non-exclusive, non-transferable, non-commercial, royalty-free license in copyrightable materials produced as a result of such research, such license to be used solely to comply with public access mandates. This grant of non-exclusive license is deemed by UI to be a special arrangement for federal grants and contracts, per Subsection E below, and is not subject to the disposition of rights described in B-2-b or to negotiation under Section B-5 below. *[add. 7-09]*

B-3. ~~Registration of Copyrightable~~UI Administration of UI Sponsored Materials. Absent a valid written agreement otherwise, UI Sponsored Materials are to be registered in the name of the Regents of the University of Idaho or its' assignee. UI, through the provost or ~~its~~his or her designee, has the right to file registrations of UI Sponsored copyrightable works. Additionally, UI, through the provost or the provost's designee, may market, protect, transfer, convey, license, or otherwise derive income from University-Sponsored Materials. The provost, or designee, shall undertake evaluation, protection, transfer, and commercialization of UI Sponsored Materials consistent with this policy and the policies of the Board of Regents of the University of Idaho, including but not limited to Idaho State Board of Education Policy Section V. Financial Affairs, Subsection M. Intellectual Property and the related Idaho State Board of Education Institution Technology Licensing Guidelines. In light of the university's educational mission and its role in the creation of the copyrightable materials, when entering into agreements to transfer, convey, or license the copyrightable works, the university may retain an irrevocable, non-exclusive, non-transferable, royalty-free license in University-Sponsored Materials.

B-4. Royalties and Income.

a. Out of the gross receipts from royalties and other income from sale or ~~rental~~licensing of UI Sponsored Materials, the UI, college, department, other unit, or UI's designated agent may recover reasonable expenses that it incurred in the development, marketing, or dissemination of the materials.

b. Absent a valid written agreement to the contrary, the net proceeds are distributed as follows: 40 percent to the natural person or persons, 40 percent to UI or its designated agent, and 20 percent to the ~~'~~college or service unit of the natural person or persons. In the event that any UI Sponsored Material is a jointly authored work, the portion of the net proceeds allocated to the natural person or persons, 40 percent, shall be divided among the original authors of the UI Sponsored Material and the portion of the net proceeds allocated to the college or service unit of the natural person or persons, 20 percent, shall be divided among the appropriate colleges and/or service units. At least half of the share allocated to the college or other unit is given to the department of the natural person or persons for use in furtherance of its goals.

c. ~~UI retains a right to royalty-free internal use of any materials designated UI Sponsored under this policy.~~Allocation and distribution of any royalties or other income from a jointly authored work constituting UI Sponsored Material and to which ownership vests in UI and another third party shall be made in accordance with a written agreement between UI and the third party. UI's portion of royalties or other income distributed to UI pursuant to such an agreement shall be distributed within UI following the schedule set forth in Section B-4(b), unless subject to a prior agreement between UI and the UI original author(s) of such works.
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B-5. Written Agreements.

a. The provost, or designee, represents UI in negotiating agreements with the natural person or persons pursuant to this policy. The natural person or persons ~~of~~who authored the copyrightable material may negotiate with the provost and arrive at a mutually agreeable contract. The provost consults with the dean or departmental administrator of the department of the natural person or persons in drafting these agreements. (For purposes of this policy, "dean" includes persons with equivalent administrative capacities.)

b. Valid written agreements concerning copyright ownership, use of copyrighted materials, and distribution of royalties and income from copyrightable works which are entered into by one or more natural person or persons and the provost, or designee, supersede the provisions of this Section 5300. ' To be valid, such agreements must (1) comply with the terms of any relevant Grants or Contracts as discussed in Subsection E below, (2) comply with the policies of the UI Board of Regents, and 3) comply with Idaho state and federal law. *[rev. 4-08]*

c. The provost, or designee, represents UI in negotiating and exercising agreements with third parties with respect to the transfer and/or commercialization of UI Sponsored Materials.

B-6. Use of UI-Sponsored Materials. Use of UI Sponsored Materials under this policy is subject to the following conditions:

a. ~~**Internal Use.** Internal use is use by anyone employed by UI, or attending the UI as a student, while acting within the scope of his or her employ or academic enterprise, or any agent of UI acting within the scope of his or her agency, either directly or through a grant or contract, or by any UI unit. Internal use of UI Sponsored Materials for the same general purpose for which they were developed, and revision of such materials, do not require the prior approval or notification of any of the natural person or persons. However, for~~For as long as any natural person or persons involved in the creation or development of UI Sponsored Materials remains a UI employee or student, such natural person or persons may, in a professionally appropriate manner, propose revisions of the material.

~~**b. External Use.** External use is any use other than that defined in Subsection B-6-a. above. Licensing or sale of UI Sponsored Materials for external use must be preceded by a valid written agreement between the natural person or persons and UI or the UI's designated agent specifying the conditions of use, and including provisions concerning updating or revision of the materials.~~

B-7. Protection.

a. Allegations of unauthorized use or copyright infringement of UI Sponsored Materials should be made to the Intellectual Property Committee for investigation. The committee will recommend appropriate action to the provost.

b. If such action is initiated by UI alone or in concert with the natural person or persons, the costs are borne by UI or UI's agent. Proceeds from the action in excess of costs are shared as provided in Subsection B-4-b.

c. If the natural person or persons involved in the creation or development of the allegedly infringed intellectual property desires to institute a suit and UI decides not to act, UI will co-operate either by assigning to the natural person or persons such rights as are necessary for the natural person or persons to pursue redress or by some other reasonable method acceptable to UI. The costs of the suit will be born by the natural person or persons desiring to sue, who will also obtain any monetary relief obtained from the alleged infringer due to the prosecution of the suit.

B-8. Liability. ~~When either UI or the natural person or persons involved in the creation or development of materials copyrighted by UI or its assignee is alleged to have violated personal or property rights, UI or its designated agent assumes responsibility for the defense against such allegation and the satisfaction of any judgment rendered against UI or the natural person or persons except insofar as liability of governmental entities is limited by Idaho Code 6-903 as currently written or later amended.~~Defense of claims against UI employees arising from creation, development or use will be governed by the Idaho Tort Claims Act.

B-9. Waiver. Any person involved in the development of copyrightable materials governed by Section 5300 B waives any claim that otherwise legal use of the material by UI, its agents, employees, or distinct units, creates legal liability by UI, its agents, employees, or distinct units on any theory of indirect liability for allegedly infringing actions of third parties. *[ed. 4-08]*

C. PROTECTABLE DISCOVERIES. "Protectable Discoveries," for purposes of this Section 5300 is defined to include anything which might be protected by utility patent, plant patent, design patent, plant variety protection certificate, maskwork, or trade secret. All Protectable Discoveries made by UI employees or students at any of its facilities in the course of programs carried on by UI or made by persons in the course of working on such programs or projects under contracts or agreements with UI belong to UI. The natural person or persons involved in the creation or development of such Protectable Discoveries shall and do(es) hereby assign to UI, as required by Subsection G., all such (1) Protectable Discoveries, (2) applications for legal protection of such Protectable Discoveries, and (3) utility patents, plant patents, design patents, and plant variety protection certificates resulting from such Protectable Discoveries. Absent a valid written agreement to the contrary, any Protectable Discoveries made by UI employees, students, or such other natural person or persons identified above with the use of facilities (other than ~~library resources, normal office use, incidental use of the UI internet network consistent with UI internet use policy, and other facilities for which the person has paid use fees~~those resources openly available to the public) owned by UI or made available to it for project or research purposes are deemed to have been made in the course of working on a research program or project of UI.

C-1. Ownership by Other Than UI. A Protectable Discovery ~~made~~conceived and reduced to practice by a natural person or persons wholly on his or her own time outside of his or her duties at UI and without the use of UI facilities (other than ~~library resources, normal office use, incidental use of the UI internet network consistent with UI internet use policy, and other facilities for which the person has paid use fees~~those resources openly available to the public) belongs to that natural person or persons, even though it falls within the field of competence relating to the person's UI position. This provision also allows any Protectable Discovery made by a natural person or persons in the course of private consulting services carried out by the person in conformance with the UI's policy on professional consulting and additional workload [see 3260] to be assigned to the consulting sponsor.

C-2. UI Processes. All Protectable Discoveries made by a natural person or persons in the course of working on a UI research program or project must be submitted to the Office of Technology Transfer (OTT). If a Protectable Discovery is accepted by OTT for development, management, marketing, licensing, or assignment in any manner for the purposes of this policy, OTT must ensure that such property is conveyed, assigned, or transferred to UI. OTT shall have full power to manage such rights and to enter into contracts and licenses concerning such rights, including the right to join in agreements with other nonprofit intellectual property-management entities. At its discretion, UI shall, through OTT, initiate and control the prosecution of patents on or otherwise secure the legal protection of Protectable Discoveries subject to assignment to UI under this policy. OTT shall be responsible for financing associated with such Protectable Discoveries, including but not limited to the payment of legal fees associated with the prosecution and/or protection of such Protectable Discoveries. In those circumstances in which OTT decides to seek legal protection for Protectable Discoveries, OTT shall provide direction to and shall be responsible for payment of legal counsel engaged by UI. OTT may, however, enter into alternate arrangements for legal protection of Protectable Discoveries by third parties, through written agreement with such third parties. OTT shall undertake protection and commercialization of Protectable Discoveries consistent with this policy and the policies of the Board of Regents of the University of Idaho, including but not limited to Idaho State Board of Education Policy Section V. Financial Affairs, Subsection M. Intellectual Property and the related Idaho State Board of Education Institution Technology Licensing Guidelines. *[rev. 7-97, 7-06, 4-08]*

a. Upon submission of intellectual property to OTT, OTT must make a formal written decision to pursue commercialization for that property within three months. If OTT does not file for protection of the intellectual property within eighteen months of the date the disclosure was submitted, the rights shall be evaluated for return to the inventors. If OTT submits a provisional patent application for intellectual property protection, a "full" and non-provisional patent application must be submitted within nine months of the date of the submission of the provisional patent. *[add. 7-97; ed. 7-98, rev. 4-08]*

b. The OTT shall submit semi-annual reports, as long as UI owns the property, to both the inventor/natural person or persons of and to the college or center where the inventor(s) are located. The report will include on 1) the status of the application until such time that protection is granted, 2) the marketing activities for the property being serviced, and 3) an accounting for funds received from the property. In the event that OTT has been unsuccessful in transferring a property or filing a patent application within three years after its first acceptance, OTT must notify the college or center and inventor(s) in writing. *[add. 7-97, rev. 7-06, 4-08]*

c. If OTT determines not to pursue commercialization of a Protectable Discovery, the University may elect , subject to controlling federal law, including but not limited to 37 CFR 401 ("Bayh-Dole"), to reconvey, assign and transfer the Protectable Discovery to the natural person or persons (inventors) involved in the creation of the intellectual property. *[rev. 4-08]*

d. OTT may, in furtherance of the dissemination, use, or commercialization of UI Protectable Discoveries, engage in a range of activities including but not limited to: granting exclusive or non-exclusive licenses; assigning rights in Protectable Discoveries; entering into contracts with third parties to provide controlled access to information concerning Protectable Discoveries, materials closely related to Protectable Discoveries, or Protectable Discoveries; negotiating for acceptance of an equity interest by the Idaho Research Foundation in a company licensing a Protectable Discovery; offering guidance with respect to business planning; or making University facilities available for further development of licensed UI Protectable Discoveries or business incubation, subject to contract.

C-3. Proceeds. OTT will make provision to share the net proceeds, management, and licensing of any Protectable Discovery as follows: *[ed. 4-08]*

a. Legal and development expenses incurred by OTT will be reimbursed first out of the net proceeds, prior to any distributions. *[rev. 4-08]*

b. Absent a valid written agreement to the contrary, the net proceeds in excess of legal and development expenses shall be distributed as follows: 40 percent to the natural person or persons; 40 percent to OTT; and 20 percent to the college or service unit of the natural person or persons. At least half of the share allocated to the college or other unit is given to the department of the natural person or persons for use in furthering its goals. *[rev. 4-08]*

C-4. Ownership Questions. Questions as to the ownership of a Protectable Discovery or division of proceeds between persons involved in development of such discoveries and departments are referred in the first instance to the Intellectual Property Dispute Committee. The disputes will be decided in accordance with Section 5300(D).

D. DISPUTE RESOLUTION. From time to time, disputes will inevitably occur concerning ownership of the intellectual property (copyrights and Protectable Discoveries) contemplated in this Section 5300. Resolution of such disputes shall be achieved by the following procedure:

D-1. Intellectual Property Dispute Committee. The Intellectual Property Dispute Committee (IPD Committee) shall be an Ad Hoc Committee formed when necessary by appointments made by the Provost, in consultation with the Chair of Faculty ~~Council~~Senate and the President of the Graduate and Professional Student Association (GPSA). Normally the IPD Committee shall be composed of five faculty members and two graduate students. The Provost shall appoint the chair from among the faculty members. In the event the GPSA shall fail to appoint one or more student members, the IPD Committee may nonetheless be formed by the Provost and conduct business without the GPSA student representatives. *[ed. 1-10]*

D-2. Recommendation by the Intellectual Property Dispute Committee. The IPD Committee considers, investigates, and makes recommendations toward resolution of disputes concerning (1) ownership of copyrightable materials and Protectable Discoveries, and (2) allegations or unauthorized use or copyright infringement of UI Sponsored Materials. It reviews all relevant evidence submitted to it before making its recommendation to the provost. The IPD Committee's recommendation is to be made no later than 60 days after receiving the matter for consideration. The IPD Committee's recommendation is determined by a majority of all its members voting by secret ballot at a meeting at which over one-half its appointed members are present. No member may participate in any matter in which his or her ownership rights are being determined.

D-3. Decision by the Provost. After receiving the recommendation of the IPD Committee, the provost makes a decision concerning ownership or infringement. The provost's decision is made no later than 30 days after receiving the IPD Committee's recommendation. That decision is transmitted in writing to the natural person or persons and to his or her departmental administrator and dean.

D-4. Appeal of the Decision of the Provost. The decision of the Provost may be appealed to the President of the University. Further appeals shall be made as from any other decision of an administrative body under the laws of the State of Idaho in effect from time to time.

E. SPECIAL ARRANGEMENTS~~ FOR FEDERAL, STATE, AND PRIVATE GRANTS~~. Nothing in this policy shall prevent UI from accepting research grants from, and conducting research for, agencies of the United States upon terms and conditions under applicable provisions of federal law or regulations that require a different disposition of rights in any form of intellectual property. Moreover, nothing herein shall prevent cooperative arrangements with other agencies of the state of Idaho for research. Where receipt of a grant in support of research from any nonprofit agency or group may be dependent upon acceptance of terms and conditions of the established intellectual property policy of the grantor that differ from those stated herein, UI may specifically authorize acceptance of such grant upon such terms and conditions. UI may also specifically authorize contractual arrangements with an industrial sponsor for different disposition of rights in any form of intellectual property resulting from its sponsored research. UI may assign and license intellectual property rights to any third party, regardless of whether that third party is a research sponsor.

F. RECORD-KEEPING. See Section 5500 for record-keeping procedures that are recommended in order to safeguard the property rights of UI or the faculty member in research and potentially patentable results.

G. PRESENT ASSIGNMENT OF RIGHTS IN INTELLECTUAL PROPERTY. All intellectual property to which UI claims ownership by this policy shall belong to UI, and UI employees, students, and other persons subject to this policy do hereby assign to UI all rights, including future rights, in intellectual property to which UI claims ownership by this policy or as otherwise required by policy of the UI Board of Regents, and in any related application for legal protection of such intellectual property. Any person assigning intellectual property to UI subject to this Section G. shall cooperate fully with UI in in preserving, perfecting, and protecting legal rights associated with such

assigned intellectual property. Such cooperation may include, but is not limited to the execution, of confirmatory assignment to the University of particular intellectual property.
~~[For form of employment agreement concerning patents, see 5400.]~~

Document comparison by Workshare Compare on Tuesday, October 27, 2015 8:31:08 AM

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	Count
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Moved from	1
Moved to	1
Style change	0
Format changed	0

Total changes	98

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #9

3:30 p.m. - Tuesday, October 27, 2015
Brink Hall Faculty-Staff Lounge & Scopia

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #8, October 20, 2015 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

VII. Special Orders.

- Focus for the Future (Wiencek)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #8

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #8, Tuesday, October 20, 2015

Present: Anderson, Brandt, Brewick, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Flores, Folwell, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Jeffery, LaPrath, Latrell, Mahoney, Murphy, Nicotra, Royer, St. Claire, Stoll, Teal, Wiencek (w/o vote), Wolf. **Absent:** Adams, Barbour, Boschetti, Brown, Perret. **Guests:** 10

Chair Teal called the meeting to order at 3:31 p.m. A motion (Jeffery/Stoll) to approve the minutes for the October 13, 2015 meeting of the Faculty Senate passed without objection.

Chair's Report: Chair Teal noted that a volunteer to be on the board of the Vandal Strategic Loan Fund was still needed. The person could not be an administrator. Senator Hrdlicka graciously volunteered. With reference to the discussion last week on a proposed task force to look at conflict of interest policies, the Chair noted that they needed a faculty member with a background in federal grants (NSF/NIH), a faculty member from Business or the Humanities, and a faculty member with some experience with a start-up or invention. Chair Teal asked Senators to forward the names of any colleagues that might fit into one of the above categories and be interested in serving on this task force.

Provost's Report: Provost Wiencek thanked all who showed up for the Vandal Ideas Project (VIP) kick-off Monday afternoon. He encouraged people to be patient trying new technology. Trying out such things doesn't always go as smoothly as we might like. In particular, Yellowdig is a new platform and we are working on developing a secure sign-on. Yellowdig is a tool that is designed to be used for teaching in the classroom. We are also looking into purchasing sli.do, which was used effectively during the strategic plan retreat.

The Provost discussed plans for developing a more open and inclusive budget process. While we might not get all the kinks worked out this year, ideally we want a process that allows units to funnel requests for new funding up through the deans to the V.P. for Finance and the Cabinet. This process will be developed by working with UBFC which will have a central role in helping to prioritize requests. Ultimately the budget process will have to be tied into other processes like the strategic planning process, assessment, and program prioritization. Next week, the Provost will provide information about last year's program prioritization (Focus for the Future). This summer Faculty Senate Leadership asked some questions about last year's process so next week we can reflect on that process and discuss how much was saved and where these funds went. This discussion of FFF will be our primary focus next week.

FS-16-008: FSH 3720 Sabbatical Leave and **FS-16-009: FSH 1640.74 Sabbatical Leave Evaluation Committee.** Vice Chair Brandt noted that last week we had overlooked approving new language proposed for FSH 3720 and FSH 1640. This language dealt with requiring members of the Sabbatical Leave Evaluation Committee to recuse themselves from all votes on applications for sabbatical if they are applying for a sabbatical leave during that year. The added language on recusal for both FSH 3720 and FSH 1640 passed unanimously.

Chair Teal noted that we had been asked to look at the composition of the SLEC and that request has been referred to Committee on Committees.

FS-16-010: University Curriculum Committee. The Chair invited Dean Cori Mantle-Bromley to discuss the College of Education proposal for Ph.D. specialization of Higher Education Leadership—Self-sustaining Fee Request. She explained that this Ph.D. specialization in Higher Education Leadership has been on the books for a while, but the College of Education hasn't offered any courses in this area in recent years due to budget cuts. The college is now proposing to revive the program with a self-sustaining budget and with a revised curriculum. The proposal is for a fee-based approach using a four-year cohort program. The four-year fee would be $36,000 per student. Senators asked a wide variety of questions:

- *Are we opening a Pandora's Box by allowing a part-time fee based Ph.D. program?* Dean Mantle-Bromley suggested that a part-time Ph.D. program was not that unusual in this and didn't think we were creating a problematic precedent.
- *What is the demand for such a program and where will the students come from unless they are able to offer financial incentives?* Dean Mantle-Bromley explained that they have received many inquiries about this degree and that there was no competition in the area since WSU dropped their program. We have offered this program on a trial basis to BYU-Idaho and currently have a waiting list from there. BYU-Idaho has provided subsidies for their students.
- *Is a four-year part-time program sufficient to provide the type of research-intense activities necessary for a Ph.D. program?* She felt they had built enough research courses and opportunities into the program. The students would be doing original data collection and analysis, and writing a dissertation.
- *How many students would be needed for the program to be sustainable and could the program be offered to UI employees?* Dean Mantle-Bromley stated that they would need to have a minimum of 18 students enrolling as a cohort. When the program was available on campus to UI employee's they were able to take courses using waivers, but this made the program unsustainable. UI employees can enroll in the program, but would not receive reduced tuition. She would be open to UI employees receiving subsidies but the program has to be sustainable.
- *Can the faculty in the college handle this many new graduate students?* She acknowledged that this program would put a heavy load on their faculty, but that it would also create new resources which would allow them to make new hires. The faculty are supportive, but a little nervous.

With no other comments or questions the proposal came to a vote and passed 18-1-3.

University Curriculum Committee – Distance Education Request. The chair of UCC Professor Dan Eveleth was introduced to discuss a request from the SBOE. This request asked UI departments to define what percentage of their programs are delivered by distance education. The Board wanted us to classify programs as fitting into one of three categories:

- Under 50%;
- 50% to 99%; or,
- 100%

Professor Eveleth explained that this request was a little confusing since it wasn't completely clear what was being asked. If the requested percentage is of the total degree requirements (120 credits and above), then almost all programs fit in the middle category of 50 to 99%. This is because virtually all general education requirements can be obtained via distance education. Thus very few programs would fail to meet the 50% standard. If most programs fit into the same category it isn't obvious how useful this listing will be. He hopes that in the future we will collect this data in a way that provides more useful information about the extent to which a program can be obtained via distance.

Several Senators noted that having better information about what courses are available via distance is desirable, but that this attempt at categorization wasn't very useful and could easily be accused of mixing apples with various other types of fruit. A question was also asked about how to count minors. It was generally agreed that the percentage of a minor that is offered through distance education should be computed by only considering the courses required for the minor.

FS-16-011: APM 35.60. Hazard Communication Program. Chair Teal introduced Tom Hicks from the Environmental Health and Safety Office. Mr. Hicks was invited to Senate to discuss a new policy statement on Hazard Communication. This policy is intended to ensure that employees are aware of, and know how to properly respond to, all hazards in their workplaces, including chemical hazards. The program is also intended to provide training to employees when new hazards are introduced. This includes maintaining proper labeling and inventories of chemicals.

A Senator worried that this plan would have significant ramifications and hadn't been fully communicated. Mr. Hicks stated he thought there had been attempts to get input from those affected. His expectations would be that principal investigators and teaching assistants and other employees would know where the Safety Data Sheets are and that these are kept up-to-date. He expects that the biggest workload would be in doing the inventories. Responding to a question, Mr. Hicks clarified that this policy doesn't apply to products that a typical consumer might purchase. Also, he emphasized that this policy is intended to address issues across the entire campus and not just the sciences and laboratories. The primary requirement is to make sure that the proper information regarding hazards is available.

FS-16-012: FSH 3320—Form 2—Administrator Evaluation Form. Chair Teal introduced two different versions of the Administrator Evaluation Form. He has been discussing this with the Provost's Office and hoped to create less resistance to filling out the forms. Comments about questions on the forms should be directed to him and ultimately he intends to send this on to the Faculty Affairs Committee.

Adjournment: With no other pressing business a motion to adjourn (Latrell/Stoll) passed without objection at 4:53 p.m.

Don Crowley, Faculty Secretary and
Secretary to the Faculty Senate

Focus for the Future:
A retrospective outsider view

John Wiencek

Genesis: Zero Based Budgeting

- May 2013 Memo from SBOE staff indicates that the Governor’s mandate that all state agencies undergo a zero base budget process and to redirect savings to higher priorities
- Board retreat on May 15-16, 2013 probed the possibility of utilizing Program Prioritization (Dickeson) as a means to accomplish the underlying objective of the Governor’s mandate
- Institutions were to propose outcomes, targets, criteria and weights for SBOE by June 12, 2013

Interesting quote from that memo…

"The Board, with input from several institution presidents and provosts, agreed to a framework for initiating program prioritization on each of the campuses. The institutions will develop proposed outcomes (i.e. overall goal of what they hope to achieve from the program prioritization process) and targets for each outcome (e.g. a specific reallocation of resources in support of the outcome). For example, an institution could propose faculty and staff salary increases as an outcome, with a target of x% savings generated from program prioritization to reallocate towards salaries. ….."

June 12, 2013 response ….

- outcomes, targets, criteria and weights
- We did this before, so we plan to use the same process.
- Criteria: Centrality, Cost-effectiveness, External Demand, Internal Demand, Impact, Productivity, Quality, Size/Scope, Synergies
- Did the process several years earlier, eliminated 37 programs, savings already applied to budget reductions of FY09
- Target – ongoing framework that establishes a focus for the future (prioritized faculty hiring, program review, enhanced operational efficiency)
- JW Note: Semantics – UI Target vs Board Outcome

Macroscopic Timeline

Kick off

- May – Sept 2013 Communicated required process and continued use of criteria (Burnett and Aiken)
- President’s Breakfast firms up 2 Phase approach

Phase 1: Measure

- Phase 1 taskforce develop templates (Oct 2013)
- Units submit list of programs, inventory all things needing to be assessed (Oct 2013)
- Units complete forms with required measures (Nov 2013)

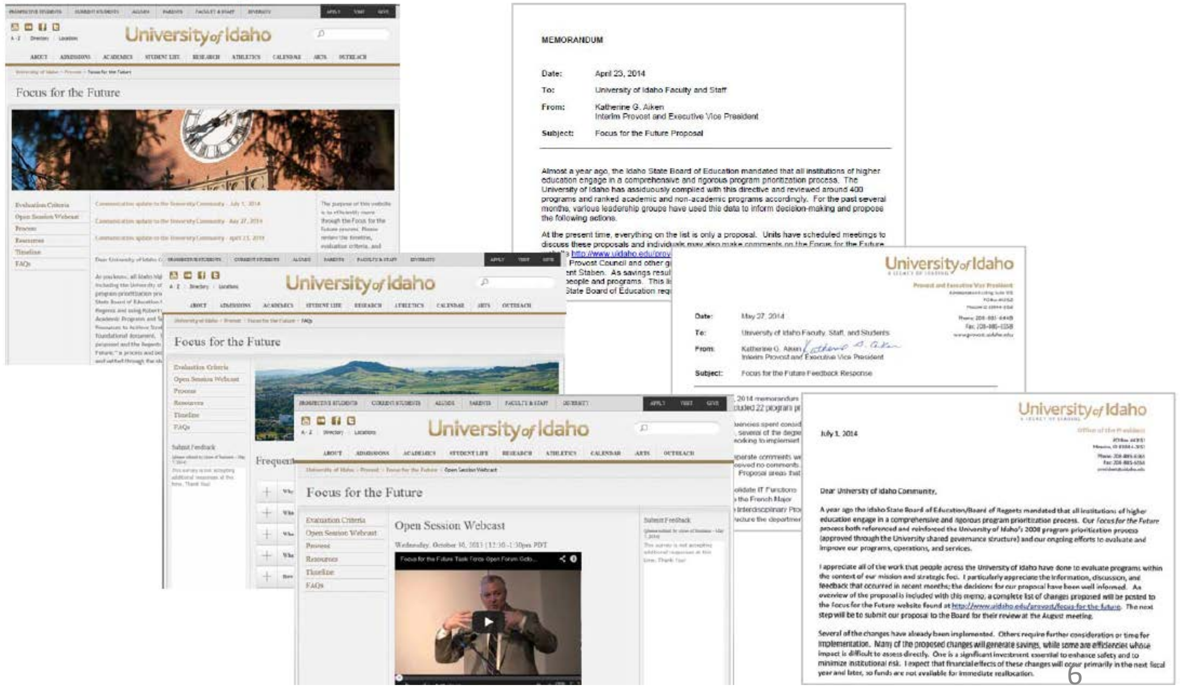
Phase 2: Prioritize

- Phase 2 taskforce appointed (Nov 2013)
- FFF Retreat (Jan 2014) review results in Focus Groups to divide up the work
- Focus Groups report out (Feb 2014) and results discussed at executive level
- FFF planning meeting (March 2014) – communications and implementation
- Unit meetings to discuss result of FFF (April 2014)
- Final Decisions Announced (July 2014)

Process milestones

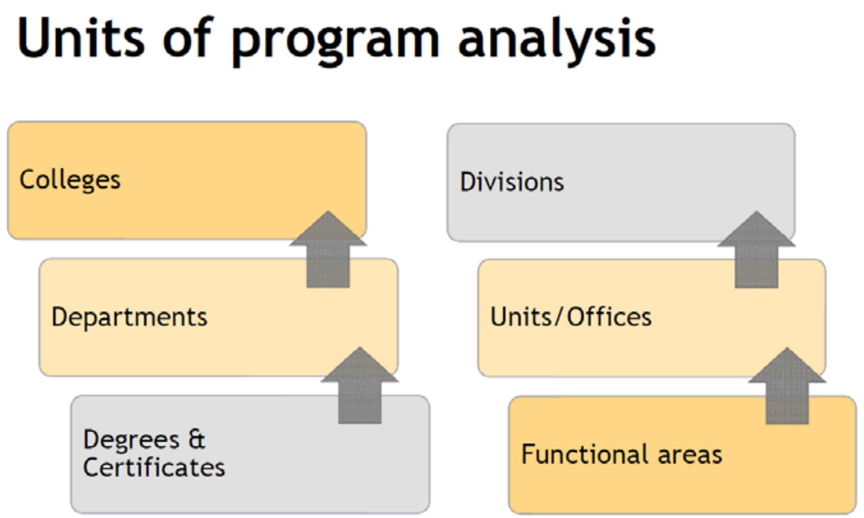
10.30.2013	12.02.2013	01.13.2014 & 01.14.2014	02.03.2014	04.23.2014	05.23.2014
Criteria definitions and weighting scheme finalized	Program level self-study with unit leader review and scoring	Leadership retreat to identify programs/processes for further review informed by industry benchmarks, productivity data and unit reviews	Completion of in-depth review by topical workgroups tasked with developing recommendations	Preliminary plan developed by Executive Leadership posted for a two-week open comment period	Executive level decision communicated

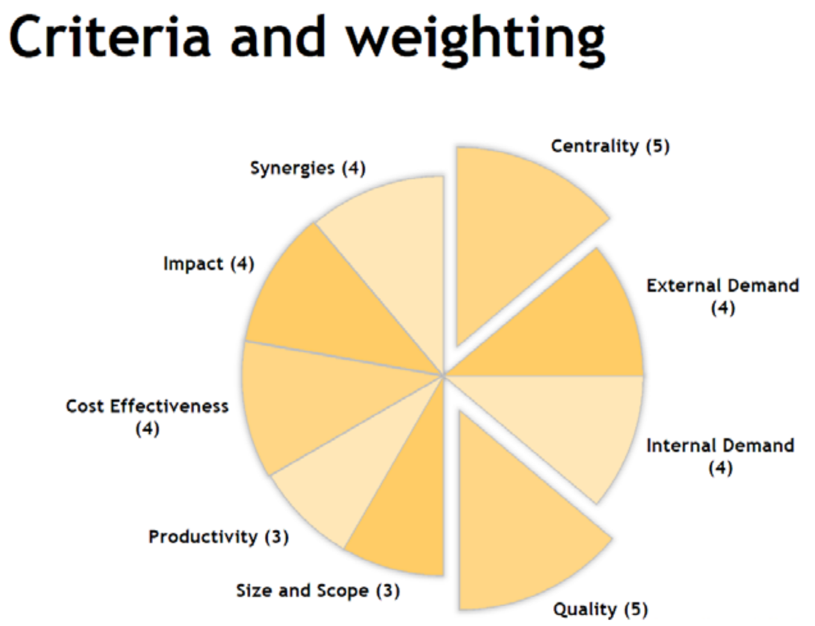
Broad communication & participation



Measurement Tools Driving Decisions

- Criteria Forms – self assessment with next level of management also assessing (no quantitative data requirements) … the Priscilla Salant question
- Other assessment based on quantitative data
  - The primary quantitative assessment was average student headcount +student FTE +graduates for past 3 years for each major





What is a Quintile?

- UI understanding articulated in June 12, 2013 memo from President Burnett:

"Our process [of 2008-9] did not produce a quintile ranking of programs; however, it did identify programs that were strong, those in need of improvement in order to be sustained, and those to be closed or consolidated."

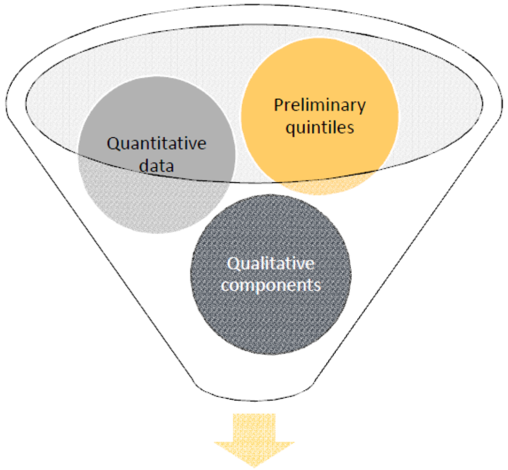
Preliminary quintiles

Number of programs by type	Preliminary/Absolute Quintile					
	1st	2nd	3rd	4th	5th	Total
Academic Programs (degrees, certificates & majors)	46	100	14	9	41	**210**
Academic and Student Support Programs/Units	17	57	13	1	0	**88**
Non-Academic Programs/Units	15	15	10	16	4	**60**
Total	**78**	**172**	**37**	**26**	**45**	**358**

Quintiles Redone

"any of five equal groups"

Assessing inputs



Final quintiles

Final quintiles

Number of programs by type	Final/Relative Quintile					
	1st	2nd	3rd	4th	5th	Total
Academic Programs (degrees, certificates & majors)	30	44	44	51	41	**210**
Academic and Student Support Programs/Units	17	15	15	27	14	**88**
Non-Academic Programs/Units	15	9	11	14	11	**60**
Total	**62**	**68**	**70**	**92**	**66**	**358**

Overview of findings

Degree Programs: Moved/restructured (6), Program changes/consolidations (5), Name Changes (1), Discontinued (19)

Non-Degree Programs: Strengthened Enrollment Management and Communications/Marketing, Closed campus pharmacy and Office of Community Partnerships, Transferred the Student Sustainability Center to Facilities, Moved five interdisciplinary centers to appropriate academic unit

University of Idaho

Financial Impacts – Where did $ go?

- Complete financial picture incomplete at this time but the following is known:
- Savings from OCP closure ~ $460K
- Reallocated to (current estimates, final analysis pending):
  - CLASS McClure Center and faculty line (~$170K)
  - Tribal Relations Office (Pow Wow and base budget adjustments of ~$23K)
  - CNR faculty line (~$63K)
  - Library and Academic Affairs base budget (~$21K)
  - Facilities Sustainability base budget (~$95K)
- One time reallocations for faculty salaries (~$190K), Bioregional Planning start up (~$20K), OCP Summer internships and Backyard Harvest program (~$21K)
- BAE move resulted in transfer of budget from CALS to COEng
- UWPs moved to colleges
- Several college-based reallocations
- Pharmacy closure yielded some additional savings (not yet clear)

University of Idaho

Observations

- Lots of data input but not all of it used
- Manually intensive
- Misunderstandings with SBOE, Objectives not in sync or defined
- Not sustainable as is
- How Board and Legislature uses the data now … as indicator of priority!
- Non-academic units measures were uneven
- Overall savings, if any, folded into same College/unit for the most part

Soon to be adopted Board Policy:

denied for non-budgetary reasons, no further requests for occupancy costs related to the space in question will be considered.

11. Program Prioritization

a. "Program Prioritization" is a process adopted by the Board in setting priorities and allocating resources among programs and services with a specific focus on Mission, Core Themes and Strategic Plans.
b. Program Prioritization shall be incorporated in the colleges and universities' annual budgeting and program review process.
c. Annual Program Prioritization updates are to be submitted to the Board by the colleges and universities on the date and in a format established by the Executive Director.

BAHR – SECTION II **TAB 2 Page 10**

Do overs

- Better articulate Why? How will we use these results?
- Automation of Quantitative Aspects
- Same set of queries to non-academic units as academics – including administrative units within Academic Colleges/Units
- Lean the process
- Service units – measures of quality, quantitative surveys, unbiased measures
- Spend time with lowest quintile programs to improve, adjust or re-envision
- Open up the decision making process
- Need a fresh start

NWCCU Seven Year Self and Peer Evaluation

- Program Prioritization (FFF) viewed as a useful assessment tool by NWCCU
- FFF criteria were not always aligned with Year One report and Strategic Plan (many changes occurred at UI since those documents were generated)
- FFF is a prioritization process, “not a holistic process designed to assess [mission fulfillment]”

University of Idaho

Program Prioritization vs Institutional Sustainability

- Selective Excellence – Market Share, Reputation, Impact
- Innovation – What is next opportunity to be excellent?
- Prioritization – Moving resources from lower to higher priority programs (those that already exist)
- Planning & Execution
- Budget models

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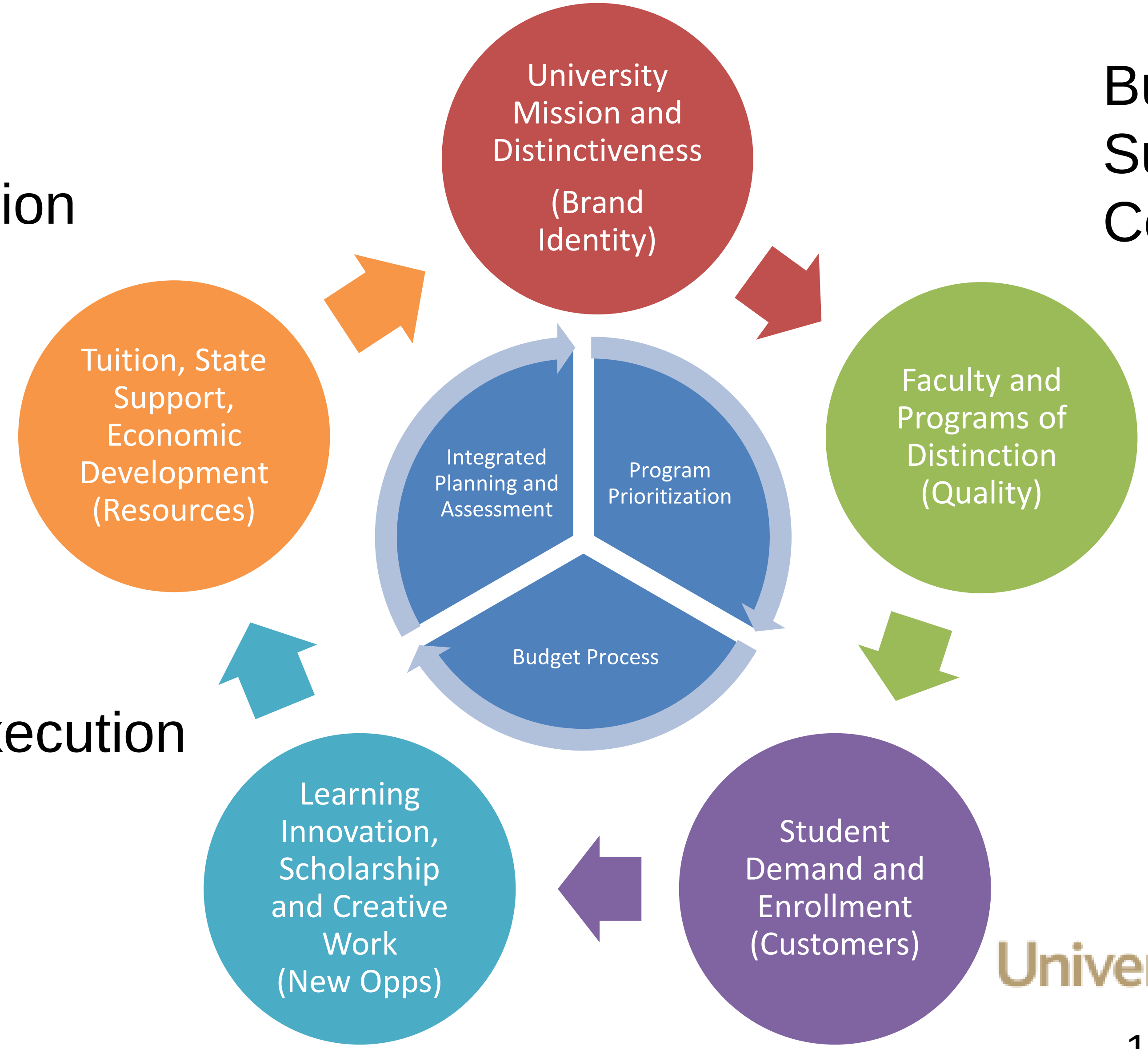
Quality and Quantity Matter … one drives the other

Outer loop is academic execution

Building Progressive, Sustainable and Complementary Cycles



Inner loop is operational execution

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Sustaining momentum

- ***Time for a new Strategic Plan***
  - Recognize and build synergies between Academic and Operational Processes
  - Align with SBOE Planning Process – Rolling 5 year plan
  - Drive Future NWCCU Assessment and Evaluation
  - Leverage FFF Process and Recommendations
  - Integrate planning efforts (academic, infrastructure, enrollment, finances, communication, development etc.)
  - Build agility, incentives, rationality, transparency in budget

University of Idaho

Objective / Why?

- Final August 6, 2014 report (Prioritized faculty hiring, program review, operational efficiency)

- Burnett memo (similar statement in final FFF report to SBOE, June 2015)

"Prioritized ~~Faculty~~ Hiring. All new and vacated ~~faculty~~ positions must be invested in high-level University strategic priorities …. No ~~faculty~~ investments will be made in low priority areas. Thus, ~~faculty~~ resources will migrate, beginning immediately, to higher University and State of Idaho priorities…."

- SBOE and Legislature – will not provide new funding unless in top quintile (ordering)

- Inform budget requests, budget reductions, budget increases and reallocation targets

Proposal - New Program Prioritization Executive Committee

- Provost chairs (with staff assistance)
  - Faculty (How many?)
  - Department Chair
  - Academic Dean
  - Student
  - Finance & Admin
  - Infrastructure
  - Advancement
  - Diversity Office
  - Institutional Research (ex officio)

Proposed Charge

- Define how results will be used in substantive way
- Automate process where possible
- Publish scoring and ranking for all to see
- Provide annual assessment of the process – that is, efficacy of PP and unintended consequences via broad survey and solicited feedback from key representative groups (Faculty Senate, Staff Council, Deans Council, Center Directors etc.)

Question to audience

- Publish most recent process rankings?
  - Raw Score
  - Final quintiles included qualitative adjustments based on narratives
  - Lowest programs stayed in 5th quintile, some higher quintile programs were adjusted down
  - Data biased by self assessments

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #8

3:30 p.m. - Tuesday, October 20, 2015
Brink Hall Faculty-Staff Lounge & Scopia

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #7, October 13, 2015 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

Committee on Committees:
FS-16-008: FSH 3720 – Sabbatical Leave (Brandt)(vote)
FS-16-009: FSH 1640.74 - Sabbatical Leave Committee (Brandt)(vote)
University Curriculum Committee:
FS-16-010: Education – PhD Specialization of Higher Education Leadership – Self-sustaining Fee Request (Mantle-Bromley)(vote)
Percentage of program's curricular requirements available via Distance Education (new reporting requirements)(Eveleth)(FYI)

VII. Special Orders.

FS-16-011: APM 35.60 – Hazard Communication Program (Hicks)(FYI)
FS-16-012: FSH 3320 – Form 2 – Administrator Evaluation Form (Teal)(initial discussion)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #6
FS-16-008-011
Curriculum Change Form
FS-16-012: Admin Form 2 – v1, Admin Form 2 – v2

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #7, Tuesday, October 13, 2015

Present: Anderson, Barbour, Boschetti, Brandt, Brewick, Brown, Caplan, Couture (Boise), Crowley (w/o vote), Flores, Folwell, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Jeffery, LaPrath, Latrell, Mahoney, Murphy, Nicotra, St. Claire, Stoll, Teal, Stevenson for Wiencek (w/o vote), Wolf. **Absent:** Adams, Chung, Foster, Perret, Royer, Wiencek (w/o vote) **Guests**: 4.

The Chair called meeting #7 to order at 3:30 p.m. A motion (Folwell/Jeffrey) to approve the minutes for the October 6, 2015 meeting of the Faculty Senate passed without objection.

Chair's report: Chair Teal reminded Senators that they should respond to the Benefits Advisory Group's Survey, which is due on Oct. 21st. There is a faculty gathering on October 19th for the VIP Initiative at 4 p.m. in the Faculty-Staff Lounge. A reception will follow. He also announced that we will be looking for volunteers to test the training modules discussed by Brian Foisy last week. Ann will be sending out an email on this in the near future. The Bellwood Lecture series will be tomorrow 3:00 p.m. in the Pitman Center's International Ballroom. The speaker will be Juan Guzmán who is the judge who presided over General Pinochet's human rights trials. Vice Chair Brandt commented that Judge Guzmán should be quite compelling and also noted the very disturbing photography display relating to the Pinochet coup that is currently on display in the lobby of the law school.

Michael Murphy announced that this week is the 5th Annual Idaho Bach Festival. On Thursday at 12:30 p.m. in the Commons there will be student led performances of Bach in the Round. On Friday at 7:30 p.m. there will be a Gala concert featuring UI Music faculty and also this year's Bach scholar Paul Max Tipton. On Saturday morning there will be lectures starting at 9:00 a.m. in the Lionel Hampton School of Music. The Festival will conclude Saturday night with a concert at 7:30 p.m. featuring Paul Max Tipton.

Provost's Report: There was no Provost Report this week.

FS-16-008: FSH 3720-Sabbatical Leave. Professor Brandt explained that ConC was seeking to revise 3720 with regard to where a faculty member's report should go at the end of the sabbatical. Previously these reports went to the chair of the Sabbatical Leave Evaluation Committee, but since these chairs change every year the suggestion is to send the reports to the provost's office and the relevant dean and unit administrator.

There were questions asked about whether the provost's office had agreed to this and whether there were any sanctions for not filing a report. Professor Brandt noted that ConC had consulted with the provost's office and that the provost's office provided most of the administrative support for this committee and thus was the logical place to maintain the post-sabbatical reports. She also pointed out that while there are no formal sanctions for not filing a report, the faculty member's chair and dean were in the best position to take note of the failure to file a report. The proposed revision passed unanimously.

FS-16-009: FSH 1640.90-General Education Assessment Committee. This proposal is to slightly alter the composition of the newly created General Education Assessment Committee. Since there is no longer an Assistant Director of Institutional Research, ConC is recommending we change this to be the Director of Institutional Research, or designee. ConC also proposed to change the number of at-large faculty/staff from four to five, and to require that the majority of members be faculty. It was pointed out that in changing the number of faculty/staff members ConC had failed to adjust the total number of members on the committee. A motion to amend (Wolf/Folwell) was introduced to correctly state the number of members on the committee. This amendment passed unanimously. The proposal as amended then passed unanimously.

Committee Appointments:

Scientific Misconduct Committee: Professor Brandt announced that Sanford Eigenbrode has agreed to serve on this committee.

General Education Assessment Committee: The list of faculty/staff who have agreed to serve on this committee are:

Kenton Bird, Dale Pietrzak, Diane Prorak, Beth Price, Dean Panttaja, Daniel Campbell, Helen Joyner, Katie Schiffelbein.

These appointments passed unanimously.

Conflicts of Interest/Consulting. Chair Teal introduced Casey Inge from the Research Office to discuss the need for changes to our conflict of interest policies due to some issues relating to federal law compliance. Mr. Inge joined us from Boise. Thanks to a troubled Scopia connection his comments were a bit difficult to hear, but he graciously provided the Faculty Secretary's Office with his Power-Point summary.

Mr. Inge noted the significant changes in approaches to disclosure and management of conflicts of interest in recent years.

- Federal regulations governing sponsored research and procurement have changed.
- We have a need for clarity and consistency in the University's conflict of interest policies.
- We also have a need for effective and efficient review and management of the process.
- A task force is being developed to address these compliance concerns and suggest revisions to appropriate FSH policies.

A Senator suggested that the task force looking at these issues note the difference between sponsored research and other types of potential conflicts. In particular, we should be concerned about issues related to requiring disclosures from part-time faculty who come to the University periodically.

Chair Teal asked about the estimated timeline for these changes. Mr. Inge stated that he would hope to have much of this done by early next year. The task force could suggest changes to the FSH and ConC might develop a new committee that would have oversight responsibilities. There was a brief discussion about making sure that the task force has appropriate membership to ensure proper understanding of the compliance issues. Chair Teal agreed to help to obtain appropriate faculty representation on the task force.

Adjournment: With no further business to conduct the Chair stated that he would entertain a motion to adjourn at the early time of 4:00 p.m. The motion (Brewick/Murphy) to adjourn passed unanimously and the Senators departed to enjoy what was left of this unusually warm October afternoon.

Respectfully submitted,

Don Crowley, Faculty Secretary
and Secretary to the Faculty Senate

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)

[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition x☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: FSH 1640.74 & 3720 Sabbatical Leave

Administrative Procedures Manual [APM] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: ______________________

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): **Anne Marshall, SLEC Chair 2014-15**
(Please see FSH 1460 C) Name Date
Telephone & Email: ______________________

Policy Sponsor: (If different than originator.) **Liz Brandt, Chair Committee on Committees**
Name Date
Telephone & Email: ______________________

Reviewed by General Counsel ___Yes _X__No Name & Date: ______________________

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

1. To ensure any SLEC member who has submitted an application for sabbatical recuses themselves from evaluating others for the same period.
2. To clarify where reports should be submitted upon return from sabbatical.

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

No impact anticipated

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

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

If not a minor amendment forward to: ______________________

Policy Coordinator
Appr. & Date:
____
[Office Use Only]

APM
F&A Appr.: _______
[Office Use Only]

FSH
Appr. ______________
FC ______________
GFM ______________
Pres./Prov. __________
[Office Use Only]

Track # ______________
Date Rec.: ______________
Posted: t-sheet ______________
h/c ______________
web______________
Register: ______________
(Office Use Only)

3720

SABBATICAL LEAVE

PREAMBLE: This section describes the terms of eligibility for sabbatical leave for UI faculty. The policy is derived from, and incorporates all of, the State Board of Education, Governing Policies and Procedures, II-G. 3 b. This section was an original part of the 1979 Handbook *and has been changed in only editorial ways since. Except where explicitly noted, the text is as of July 1996. Further information is available from the current chair of the Sabbatical Leave Evaluation Committee.* [ed. 6-09]

CONTENTS:

A. GENERAL POLICY. Members of the UI faculty [see 1520 II-1] with tenure at the time of sabbatical leave, and the rank of senior instructor or above, or the equivalent of such rank, may be granted sabbatical leave after six full academic years of service at UI or after six full academic years have elapsed since the faculty member's most recent sabbatical leave at UI. Sabbatical leave is granted on the basis of application by the faculty member and recommendation by the Sabbatical Leave Evaluation Committee (SLEC) [see 1640.74] and upon approval by the Faculty Senate and the president or designee. Sabbatical leave applications by faculty members in the Cooperative Extension System (CES) are handled separately: conditions of leave for these faculty members are established and funding is provided by the CES and their applications are evaluated by a committee of the CES. *[ed. 7-01, 7-02, 6-09]*

B. PURPOSE. The primary purpose of a sabbatical leave is to enhance the faculty member's value to UI. Specifically, a sabbatical leave is to be used for one or more of the following purposes:

B-1. Research, scholarship, or study intended to result in publication or invention.

B-2. Refresher courses or a program of study, work, or travel designed to keep the faculty member abreast of the latest developments in his or her area of specialization.

B-3. Work toward an advanced degree.

C. PERIOD OF LEAVE AND SALARY. A sabbatical leave is for either one-half academic or fiscal year at full pay or a full academic or fiscal year at half pay, depending on the type of appointment held by the faculty member. Note that those on full year sabbaticals must arrange for full year life insurance and disability benefits if so interested. [See APM 55.42] *[ed. 1-11]*

D. RESTRICTIONS ON SERVICE AND SALARY. The decision as to the acceptability of a proposal will not be based on whether additional remuneration may be received, but rather on the probability that the faculty member will enhance his or her value to UI. Teaching elsewhere or working in research laboratories of industry or government may be approved if such activities can be expected to contribute significantly to the acquisition of useful ideas and practices. In no case will leave be granted primarily for the purpose of augmenting the person's income. The benefit to UI must be foremost in the consideration leading to approval of the leave.

E. ANNUAL JOB DESCRIPTION. The faculty member is expected to note sabbatical purpose and goals on the annual faculty job description. Performance evaluation will reflect the faculty member's purpose and goals while on sabbatical.

F. CHANGES IN SABBATICAL. If a faculty member must change the purpose, place, or time of the sabbatical leave, he or she must submit a written request, with recommendation from the dean and unit administrator, to the SLEC for approval. This request must state the rationale for the changes and document how the sabbatical leave plan will reflect these changes. Upon approval by the SLEC, any changes will be sent to the provost. *[ed. 8-11]*

G. RETURN. The faculty member is expected either to return to the active service of UI for at least one academic year after completion of the leave or to repay the money received from UI while on leave, unless the president approves a waiver of this requirement. Within six weeks after returning, the faculty member must submit to the provost's office and to the faculty member's dean and unit administrator, ~~SLEC chair~~ a complete report in PDF format of his or her activities while on leave. This report will be available to ~~is distributed by the SLEC chair to members of the SLEC, the provost, the faculty secretary, and~~ the faculty member's dean and unit administrator. *[rev. 7-97, 7-02, 7-13, 12-15, ed. 8-11]*

H. APPLICATION FOR LEAVE. An application is submitted to the SLEC with recommendation from the unit administrator and dean. Any SLEC member who submits an application for consideration must recuse themselves from reviewing all applications for that application period. The SLEC evaluates the proposal in accordance with subsections I, J, and K, below. Therefore, the application should present the merit of the proposed leave clearly and convincingly and should be prepared with the care and thoroughness of a paper submitted for publication. The application should consist of the following *[rev. 7-97, 12-15, ed. 7-02, ~~ed.~~ 8-11]*:

H-1. Cover Page. Include a title indicative of the proposed sabbatical activity, the period of requested leave, name and rank of the applicant, and signatures of the administrators approving the application.

H-2. Abstract. Maximum length: 100 words.

H-3. Description of Proposed Sabbatical. Major headings should include a detailed statement of what the applicant plans to do while on sabbatical, the objectives and significance of the proposed activities, the value of these activities to the applicant's UI obligations, the feasibility and methods of accomplishing the objectives, and the applicant's qualifications pertinent to the proposed activities. This section should consist of not more than four single-spaced typewritten pages. *[rev. 7-97]*

H-4. Curriculum Vitae. Include a standard University of Idaho curriculum vitae.

H-5. Appendix. Evaluation of the proposal by college dean and unit chair, letters of acceptance from persons with whom the applicant plans to work, itinerary, and other supportive documentation should be appended to the application. *[ed. 7-98, 7-02, ed. 8-11]*

I. RATING SYSTEM. The application will be rated by the SLEC according to the following system:

I-1. Merit and feasibility of the proposal, 60 percent. *[rev. 7-97]*

I-2. Applicant's record or potential for research, teaching, service and/or other pertinent activity, 25 percent. *[add. 7-97]*

I-3. Length of service to UI, up to 15 percent. Each year of service, counting from the faculty member's initial appointment or from his or her most recent sabbatical leave, whichever is later, is assigned a weight of one point, limited to a maximum of 15. *[ren. and rev. 7-97]*

J. PROCEDURE FOR RATING. To give sufficient time for planning of sabbatical leaves, applications must be submitted at least 10-17 months before the beginning of the academic year during which the leave is to be taken. The SLEC meets in April of each year to consider applications received by March 31 for the academic year beginning 17 months later. The committee rates the applications according to the rating system specified in I and makes recommendations to the Provost who notifies applicants of the university's preliminary approval or disapproval. In this round of sabbatical applications the provost notifies no more applicants than a number equal to 60 percent of the sabbatical leaves expected to be available for the year under consideration. Faculty members who do not apply for sabbatical leave by March 31 may apply on or before November 1 for the academic year beginning 10 months later. The SLEC meets in November to consider new applications (and reconsider resubmitted applications). The SLEC again makes recommendations to the provost who submits a list of those faculty members recommended by the SLEC and proposed by the provost in both April and November to Faculty Senate for final approval. If there is substantial change in an applicant's plans, he or she must submit a new plan through the unit administrator, dean, and the SLEC for approval. If the new plan is not approved, the applicant may request leave without pay. *[rev. 7-97, ed. 7-00, 6-09, ed. 8-11]*

K. CRITERIA USED IN EVALUATING PROPOSALS.

K-1. Preparation, Thought, and Documentation: Organization of the proposal, originality of the idea, thoroughness, specificity, feasibility, preliminary work done on the project in addition to the planning, letters of appointment and acceptance, other documents supportive of the proposal, and the applicant's plans for travel, if that is an integral feature of the proposal. *[rev. and ren. 7-97]*

K-2. Benefit to UI and to Applicant: Contribution to applicant's knowledge and understanding, contribution to teaching or other assigned duties at UI, publications or other scholarly works resulting from the project, enhancement of professional status, recognition for UI, and contribution to special projects or to UI programs. *[rev. and ren. 7-97]*

K-3. Applicant's Record of or Potential for Research, Teaching, Service and/or Other Pertinent Activity: Publications, performances, grants, postdoctoral fellowships, leaves, participation in relevant professional organizations, record of achievement on previous grants and leaves, evaluation by unit administrator and dean, and evidence of excellence in teaching, service, or other evidence of contribution to the university. *[rev. and ren. 7-97; ed. 7-98, ed. 8-11]*

SABBATICAL LEAVE EVALUATION FORM *[rev. 7-97]*

APPLICANT'S NAME ______________________________

SEMESTER(S) APPLIED FOR ______________________________

PURPOSE OF LEAVE ______________________________

I--VALUE OF PLAN (Maximum 60 points)

A. Preparation, Thought, and Documentation (where appropriate) (30 points)

(For preparation and thought, consider the following: organization of the proposal, originality of the idea, thoroughness, specificity, feasibility, and preliminary work begun on project beyond planning; for documentation consider the following: itinerary, letters of appointment, letters of acceptance, and other supportive documentation if applicable.)

Excellent 27-30; Good 22-26; Average 16-21; Poor 8-15; Unacceptable 0-7 Points ____

B. Benefit to University and Individual (30 points)

(Consider the following: contribution to applicant's knowledge and understanding, contribution to teaching or other assigned duties at university, publications or other scholarly works resulting from project, enhancement of professional status, recognition for university, contribution to special projects or programs within university.)

Excellent 27-30; Good 22-26; Average 16-21; Poor 8-15; Unacceptable 0-7 Points ____

II. APPLICANT'S RECORD OR POTENTIAL FOR RESEARCH, TEACHING, SERVICE AND/OR OTHER PERTINENT ACTIVITY (Maximum 25 points) (25 points)

(Consider the following: publications, performances, grants, post-doctoral fellowships, leaves, participation in relevant organizations, record of achievement of previous grants and leaves, evaluation by unit administrator and dean, including their assessment of the proposal and annual evaluation forms, evidence of excellence in teaching, service, or other evidence of contributions to the university, as required by the applicant's position description.) *[ed. 8-11]*

Excellent 23-25; Good 19-22; Average 13-18; Poor 8-12; Unacceptable 0-7 Points ____

III--SERVICE (Maximum 15 points)

(One point awarded for each year of service to university since the last sabbatical leave to a maximum of 15 points.) Points ____

EVALUATOR ______________________________

DATE ______________________________ Total Points ____

1640

COMMITTEE DIRECTORY

PREAMBLE: This section contains statements of the function and structure of each university-level standing committee. The names of persons appointed to serve on each such committee are published at the beginning of each academic year by the Committee on Committees, and copies of this publication are available from the Office of the Faculty Secretary (208-885-6151). This section, dating to the 1979 edition of the Handbook, has been frequently revised as necessitated by the changing mission or membership of existing committees or the deletion of obsolete committees or the addition of new ones.

1640.74
SABBATICAL LEAVE EVALUATION COMMITTEE

A. FUNCTION. To review applications for sabbatical leave, to make recommendations to the Faculty Senate for approval and referral to the president, to review the reports of those returning from sabbatical leave, and to evaluate annually the results of the program. [See also 3720.] *[ed. 7-00, 7-09]*

B. STRUCTURE. Five faculty members (with at least one representative each from the humanities, natural sciences, and social sciences) and vice provost of academic affairs, or designee (w/o vote). A member selected to serve on this committee who is planning on applying for a sabbatical shall recuse themselves from participating the semester in which they apply. *[rev. 7-06, 2-09]*.

1640.90
General Education Assessment Committee

A. FUNCTION.

A-1. General Education Assessment Committee (GEAC) serves as the body for oversight of general education assessment. The Director of General Education and the Assistant Director of Institutional Research and Assessment, or designee, will provide coordination and leadership.

A-2. The GEAC meets to norm and score assessment artifacts, and to review assessment findings and make recommendations based on its findings to UCGE.

[Information on general education assessment can be accessed at the general education website: http://www.uidaho.edu/class/general-education]

B. STRUCTURE AND MEMBERSHIP. The committee is composed of ~~nine~~ ten members as follows: Director of General Education as Chair, ~~Assistant~~ Director of Institutional Research and Assessment, or designee, one UCGE member, two undergraduate students, and ~~four~~ five members (faculty/staff, the majority of the members must be faculty) to include one with interdisciplinary experience and the remaining ~~three~~ four selected to ensure a broad representation across the eight colleges that offer baccalaureate programs. All members, except students, serve on three year staggered terms. The Director of General Education is responsible for the selection of committee members.

UNIVERSITY OF IDAHO

SUBJECT

Self-sustaining Fee Request for Education Ph.D. Specialization of Higher Education Leadership

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section V.R.3.b.v Self-Support Academic Program Fees (you can delete the lines that reference Idaho Code and Idaho Administrative Code)

BACKGROUND/DISCUSSION

The University of Idaho (UI) began offering a Ph.D. specialization of Higher Education Leadership in the mid-1980s. The specialization was of great interest, especially to upper-level staff and administrators in higher education. Most students in the program were eligible for fee waivers, resulting in a program that was essentially subsidized since very few tuition dollars were brought into the University for the program’s support. During the recession and accompanying budget reductions, we first reduced course offerings and ultimately stopped accepting students into the specialization.

We have not admitted new students to this doctoral specialization for more than six years. Inquiries into the program specialization have remained steady, however, and have actually increased in recent years. We have a waiting list of interested students from BYUI, various community colleges, and the University of Idaho. There is no program in Eastern Washington and we believe we could recruit from there as well. In order to serve this need and interest without additional state resources, we propose to offer the specialization on a self-sustaining budget, relying solely on student fees to deliver the program. While the program is not new, we have redesigned its delivery to better meet potential students’ needs. The deliver model includes the following:

- A new cohort of 18-25 students accepted every two years
- Part-time enrollment (5 courses per year), assuming most students will be working professionals
- Program completion, including dissertation, in four years
- Two required summer residency experiences plus one winter experience
- Research internship with major professor
- Hybrid course delivery (mixture of face-to-face and on-line)
- Fee inclusive of tuition, on-line fees, textbooks, some meals during summer residency, materials, instruction
- Fee does not cover housing, dinners, or travel for residency experiences

IMPACT

All of Idaho's post-secondary institutions are working to increase post-secondary education attainment of Idaho's citizens. Increased leadership and research skills of those in higher education positions will contribute to new approaches to recruitment, retention, student services, and many other offices on higher education campuses.

This program will recruit and serve those seeking to make significant impact in the running of post-secondary institutions. All supporting funds will come from the program fee. We are requesting no new funds from the state or the university.

ATTACHMENTS

Attachment 1 – Proposed Budget Page 3

STAFF COMMENTS AND RECOMMENDATIONS

This section will be completed by Board staff.

BOARD ACTION

I move to approve the request by the University of Idaho to offer the Higher Education Leadership Ph.D. specialization on a self-sustaining budget, with the student fee set at $36,000 for the four-year program.

Moved by___________Seconded by___________Carried Yes No _____

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 17		FY 18		FY 19		Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	14	18	14	18	28	36	56	72
B. Shifting enrollments	0	0					0	0

II. REVENUE

	FY 17		FY 18		FY 19		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)*		$10,000.00		$10,000.00			$0.00	$20,000.00
2. Appropriated (New)							$0.00	$0.00
3. Federal							$0.00	$0.00
4. Tuition							$0.00	$0.00
5. Student Fees	$162,000.00		$162,000.00		$324,000.00		$648,000.00	$0.00
6. Other (Specify)							$0.00	$0.00
Total Revenue	$162,000.00	$10,000.00	$162,000.00	$10,000.00	$324,000.00	$0.00	$648,000.00	$20,000.00

* Allocated only if needed

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 17		FY 18		FY 19		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	1.1		1.1		2.2		4.40	0.00
2. Faculty	$21,000.00		$21,000.00		$42,000.00		$84,000.00	$0.00
3. Administrators	14,500		14,500		14,500		$43,500.00	$0.00
4. Adjunct Faculty	21,000		$21,000		42,000		$84,000.00	$0.00
5. Instructional Assistants					30,000		$30,000.00	$0.00
6. Research Personnel							$0.00	$0.00
7. Support Personnel	12,000		12,000		12,000		$36,000.00	$0.00
8. Fringe Benefits	23,975		23,975		49,175		$97,125.00	$0.00
9. Other:							$0.00	$0.00
Total FTE Personnel and Costs	$92,475.00	$0.00	$92,475.00	$0.00	$189,675.00	$0.00	$374,625.00	$0.00

	FY 17		FY 18		FY 19		Cumulative Total	
B. Operating Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Travel	$12,000.00		$12,000.00		$15,000.00		$39,000.00	$0.00
2. Professional Services							$0.00	$0.00
3. Other Services							$0.00	$0.00
4. Communications	$3,000.00		$3,000.00		$3,000.00		$9,000.00	$0.00
5. Utilities							$0.00	$0.00
6. Materials and Supplies	$5,000.00		$5,000.00		$10,000.00		$20,000.00	$0.00
7. Rentals	$1,000.00		$1,000.00		$1,000.00		$3,000.00	$0.00
8. Repairs & Maintenance							$0.00	$0.00
9. Materials & Goods for Manufacture & Resale							$0.00	$0.00
10. Textbooks	$7,200.00		$7,200.00		$14,400.00		$28,800.00	$0.00
11. On-line course fee	$11,340.00		$11,340.00		$22,680.00		$45,360.00	$0.00
12. Technology Support	$2,000.00		$2,000.00		$4,000.00		$8,000.00	$0.00
13. Residency Expenses	$3,000.00		$3,000.00		$6,000.00		$12,000.00	$0.00
							$0.00	$0.00
Total Operating Expenditures	$44,540.00		$44,540.00		$76,080.00		$165,160.00	$0.00

	FY	17	FY	18	FY	19	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$5,000.00		5,000		$5,000.00		$15,000.00	$0.00
2. Equipment	$2,000.00		$2,000.00		$2,000.00		$6,000.00	$0.00
Total Capital Outlay	$7,000.00	$0.00	$7,000.00	$0.00	$7,000.00	$0.00	$21,000.00	$0.00
D. Capital Facilities Construction or Major Renovation								
E. Indirect Costs (overhead)	$16,200.00		$16,200.00		$32,400.00		$64,800.00	
TOTAL EXPENDITURES:	$160,215.00		$160,215.00		$305,155.00		$625,585.00	$0.00
Net Income (Deficit	$1,785.00	$10,000.00	$1,785.00	$10,000.00	$18,845.00	$0.00	$22,415.00	$20,000.00

Budget Explanation
Higher Education Ph.D. Emphasis, Self-Sustaining Budget Proposal
September 10,2015; September 16, 2015 edits
CMB File: U: Leadership & Counseling/Higher Education

Page 1

Planned Enrollments. Headcount: 18

I put in the minimum number of students to make the program viable—18. We will recruit for 25, expecting some attrition over time.

FTE. To get to student FTE, I used 54 credits X 18 students = 1,008 credits/18 credits (2 semesters of 9 credits each = full time grad student) = 56. Divide that by 4 years = 14 FTE per year for 1 cohort.

No shifting enrollment. All new.

II. Revenue. $36,000 per student over 4 years. Accepting a new cohort every two years, so in Year 3 and beyond, there will be two cohorts running simultaneously. We'll need to build in a charge for any student requiring more than 4 years to complete the degree. $36K / 4 years = $9K per year X 18 students = $162,000 per year for Years 1&2; $324,000 after that per year for 2 cohorts.

I've added in $10,000 for Years 1&2, as one-time reallocated dollars, for a cushion to get the program started, as the budgets will be tight until we get two cohorts going. These funds will be reallocated only if needed.

Page 2

III Expenditures

A. Personnel
   Assuming 5 classes per year. 3 taught by permanent faculty (3 X $7,000 or 10% average of salary) for .3 FTE. Equivalent of 3 (2 + summer immersion experiences) taught by adjuncts (3 X $7,000) for .3 FTE. Administration: 10% or .1 FTE for program administration; .05% or .05 FTE for summer immersion planning, implementation; .05% or .05 FTE for department chair administration oversight. Administrative assistant at .3 FTE for total FTE of 1.1 Years 1&2. Starting Year 3, Instruction doubles, administration and administrative assistance stay constant. Add in .5 teaching assistant for total FTE of 2.2.
   Fringe is calculated at mid-range of 35% of salary estimates to account for lower fringe for faculty, but higher for adjuncts and assistants.

B. Operating Expenses
   a. Travel for off-campus faculty and administrators to spend immersion experiences in Moscow, CdA, or Boise. (travel, lodging, per diem for dinners only)
   b. Communications-program marketing for recruitment
   c. Textbooks: $1600 per student, divided over 4 years of program. $1600 X 18 students / 4 years = $7200 expense per year, doubles for two cohorts.

d. On-line course fee: $35/credit X 18 credits per year X 18 students = $11,340
e. Residency/summer expenses: $25 per day (breakfast and lunch) per person X 5 days per year X 24 people (includes students and instructors/guests = $3,000 per year

   Residency expenses do not cover students' transportation, lodging, or dinners Speaker

   fees can come from adjuncts, materials, faculty expenses, depending on costs

Proposed Ph.D Higher Education Specialization Purpose and Program Learning Outcomes September 2015

<u>The purpose</u> of the Ph.D./HED program is to prepare individuals for leadership roles in a variety of postsecondary educational settings.

Program Learning Outcomes

At the end of this program, students will be able to:

1. Conduct and disseminate original research that extends the theoretical knowledge base of higher education practices and answers meaningful questions.
2. Develop policies and practices to resolve issues of governance, finance, and law consistent with emerging trends in higher education.
3. Communicate effectively with stakeholders through oral and written mediums.
4. Articulate and address social justice matters through competent policy analysis, formulation, and revision, as well as individual actions.
5. Analyze and synthesize information to create policy briefs in the field of higher education.
6. Demonstrate a self-regulatory code of ethics.
7. Exhibit analytical thinking and sound judgement in the application of leadership practices, skills, and behaviors.

<u>Program Overview – September 2015</u>

The self-sustaining Ph.D. specialization in higher education program is scheduled to begin Summer, 2016. Areas of focus include organization development and change, leadership, and social justice. The course rotation is designed over a four year period; three years to complete coursework and the final year [12 credits] for the dissertation. A cohort model has been selected to enhance collaboration among students and faculty. Courses will be delivered in a hybrid format incorporating both synchronous and asynchronous class sessions. Two week-long summer residency courses and one three-day Winter residency course are required. The program features a 6 credit research internship with the major professor. Candidates will be recruited statewide and regionally. The impact of this program has potential to not only reach across UI colleges and programs, but also statewide. Many graduates from our past program now hold positions in other Idaho institutions of higher education. Restarting the program is also a way of increasing enrollment.

Program of Study

Prerequisite[s] Master's Degree [Up to **28** credits from the Master's degree may be applied to the **84** required.

Required Content Core	**21 credits**
HED Organization Development & Change	3 credits
HED Leadership in Higher Education	3 credits
HED Social Justice in Higher Education	3 credits
HED Law and Ethics in Higher Education	3 credits
HED Finance and Budgeting Higher Education	3 credits
HED Governance and Public Policy in Higher Education	3 credits
HED Stewardship of Higher Education	3 credits

HED Contemporary Issues in Higher Education **5 credits**
This course is designed to meet a residency requirement by attending two, week-long sessions in the summers of 2016 and 2017. The 2016 session will be held on the Moscow campus. The 2017 session will be held on the Coeur d'Alene campus. During Spring semester of 2018, students must attend a three-day session on the Boise campus.

Research	**18 Credits**
ED Foundations of Research	3 credits
ED Introduction to Qualitative Research	3 credits
ED Introduction to Quantitative Research	3 credits
HED Internship	6 credits
ED [One additional Qualitative/Qualitative]	3 credits

HED Program Evaluation in Higher Education [optional] 3 credits

Dissertation **12 Credits**

Total Credits: 56 + 28 From Masters = 84

Proposed Course Rotation [Based upon a 4-year cycle, starting Summer 2016]

Year One 2016-2017

Summer	Fall	Spring
Contemp. Issues [1 cr]	Organizational Devel/Chng [3cr]	Law & Ethics [3cr]
Leadership In Higher Ed [3]	Foundations of Research [3]	Intro to Qual. [3]

Year Two 2017-2018

Summer	Fall	Spring
Contemp. Issues[2]	Finance in HE [3]	Social Justice [3]
	Intro to Quant [3]	Quant or Qual. [3]

Year Three 2018-2019

Summer	Fall	Spring
Research Internship [3]	Governance & Policy [3]	Stewardship of HE[3]
	Research Internship [3]	Contemp. Issues [2]

Year Four [2019-2020]

Summer	Fall	Spring
Dissertation [4]	Dissertation [4]	Dissertation [4]

UNIVERSITY CURRICULUM COMMITTEE
Curricular Proposal Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College:	
Department/Unit:	
Dept/Unit Approval Date:	
College Approval Date:	

Curricula Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Degree:	
Major:	
Minor:	
Academic Certificate:	
Teaching Major/Minor:	

Curriculum:	

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.

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program be completed via distance education?*	Yes**		No	
**If Yes, can 100% of the curricular requirements of this program be completed via distance education?	Yes		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 C change and must complete the program proposal formwork before these changes will be processed.**

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow			
Coeur d’Alene			
Boise*			
Idaho Falls*			
Other*'**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. See Idaho Statute 33-2101 for more information on the regions. Contact the Office of the Provost for additional information.

**Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed curriculum.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

Office of the Registrar Information

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)

[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: ______________________

Administrative Procedures Manual [APM] **X Addition** ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **35.60 Hazard Communication Program**

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): **Tom Hicks** **10/9/15**
(Please see FSH 1460 C) Name Date
Telephone & Email: **thicks@uidaho.edu** **208-885-2883**

Policy Sponsor: (If different than originator.) ______________________
Name Date
Telephone & Email: ______________________

Reviewed by General Counsel ___Yes ____No Name & Date: ______________________

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual. The purpose of this policy is to encourage the dissemination and comprehension of chemical safety information, and to promote compliance with Idaho Division of Building Safety requirements.

II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have? No fiscal impact is anticipated, though some departments may incur an expense of less than $25.00 if they choose to purchase 3-ring binders for Safety Data Sheet (SDS) storage.

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change. APM 35.61 – Safety Data Sheets is related but unaffected.

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

If not a minor amendment forward to: ______________________

Policy Coordinator
Appr. & Date:
____
[Office Use Only]

APM
F&A Appr.: _______
[Office Use Only]

FSH
Appr. ______________
FC ______________
GFM ______________
Pres./Prov. ___________
[Office Use Only]

Track # ______________
Date Rec.: ______________
Posted: t-sheet ______________
h/c ______________
web______________
Register: ______________
(Office Use Only)

Administrative Procedures Manual
35.60 – Hazard Communication Program
October 9, 2015

A. General. The University of Idaho is committed to creating, maintaining, and promoting a safe and healthful environment for all students, employees, and visitors. A critical component of the university's environmental health and safety commitment is ensuring personnel are aware of, and know how to properly respond to, all hazards of their workplaces including chemical hazards, using practices such as those described in this Hazard Communication (HazCom) Program.

B. Scope. In order to comply with state regulations and protect employees, this policy statement concerning the Hazard Communication Program has been established for the University of Idaho. All campuses, colleges, schools, and administrative offices are incorporated within this program. This policy statement applies to all university employees at all university locations including the Moscow main campus and any branch campuses, Research and Extension Centers, all other university-owned property, university-leased space, and temporary field locations and field trips that are under the control of university operations and staff.

B-1. Exceptions. This policy statement does not apply to:

- Any chemical waste, including hazardous waste (see APM 35.40);
- Biological hazards (see APM 35.11);
- Ionizing or nonionizing radiation (see APM 35.81);
- Any consumer product that is used for its intended purpose, and the use results in a duration and frequency of exposure which is not greater than the range of exposures that could reasonably be experienced by consumers;
- Labeling of any pesticide as defined in the Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA).

C. University of Idaho Compliance Responsibility. Unit administrators are responsible for the health and safety performance in their respective units (see APM 35.33). This responsibility can neither be transferred nor delegated.

C-1. Environmental Health and Safety. Environmental Health and Safety (EHS) is responsible for developing university-wide hazard communication policies and programs. Program requirements are described in the HazCom Program Guidance Manual on the EHS Web site. EHS maintains the necessary documentation and provides technical assistance to units in establishing procedures and conducting activities to comply with the HazCom Program.

C-2. Unit Administrators. All units must follow the compliance procedures in this policy and the supporting HazCom Program Guidance Manual on the EHS website. Units may document in writing their own methods for meeting the requirements of the HazCom Program but the methods must be approved by EHS. Responsible individuals through first-level supervisors in all units are responsible for implementing the required activities within their units, as described in the compliance guide. Critical components of the program include:

- Identifying and listing hazardous chemicals in use by employees;

- Preparing a written program;
- Ensuring chemical containers are labeled;
- Ensuring employees have access to SDSs;
- Informing and training employees; and
- Maintaining documentation.

C-3. Employee Responsibility. Employees are required to:

- Follow established policies and procedures regarding safe chemical handling;
- Participate in applicable training programs;
- Read and apply SDS information;
- Notify a supervisor if no SDS is available for a hazardous chemical or if an unlabeled chemical container is discovered.

C-4. Contracting with Non-University of Idaho Employers for Onsite Work. All University of Idaho units purchasing work or services from non-university employers must advise the employers (such as contractors performing work on university work sites) of any ongoing University of Idaho operations which cannot be stopped or remediated, and include a description of the hazardous chemicals to which the contractor's employees may be exposed.

Non-university employers (contractors) shall be informed that they must provide a description of any hazardous chemicals brought into the workplace to which University of Idaho employees may be exposed. Contact EHS or email safety@uidaho.edu if there are any questions about the potential risks that could be associated with these hazards.

D. Compliance Requirements. Procedures for complying with the university's Hazard Communication Program are described on the EHS website. This policy statement and the related procedures comply with requirements in Idaho Division of Building Safety General Safety & Health Standards, Hazard Communication 301 and Laboratories and Chemical Storage Safety Rules 111 requirements in chemical laboratory areas. Federal OSHA requirements are incorporated where it is helpful for clarification.

E. Additional Information. Questions regarding the Hazard Communication Program should be directed to EHS at (208) 885-6524 or by sending email to safety@uidaho.edu. Various manuals, brochures, and other documents in support of the Hazard Communication Program are available on the EHS website.

Confidential Administrator Performance Feedback Form – v1

(to replace FSH 3320: Form 2)

1. Your first and last name (optional):

2. Your email address (optional):

3. You are:
   - ☐ student
   - ☐ staff
   - ☐ faculty
   - ☐ in an administrative role as either faculty or staff
   - ☐ a stakeholder, alumni, and/or friend of the university/college or unit

4. Where are you located
   - ☐ on the Moscow campus
   - ☐ off the Moscow campus
   - ☐ in the community, state and/or other location (non-university employee)

5. College or Unit of the administrator being reviewed by you.
   [DROPDOWN]

6. Name of administrator being reviewed by you:
   [DROPDOWN]

7. Your V-number (for U-Idaho Employees) or your organization (for non-university reviewers).
   (This information will be used only to verify that it is appropriate for you to review the selected administrator. Once verified this information will be removed from the feedback. You may also fill out the form with out submitting a V# but the feedback would not included as part of an administrator's official record.)

8. Please select only one to indicate the frequency of your interactions with this administrator
   - ☐ daily or almost daily
   - ☐ once/twice a week
   - ☐ once/twice a month
   - ☐ occasionally, every few months
   - ☐ rarely or never, once/twice a year or less

9. Type of administrator review
   - ☐ Periodic review
   - ☐ Annual performance, upward feedback

10. LEADERSHIP	strongly agree	agree	disagree	strongly disagree	N/A
• Frames and promotes a shared vision					
• Demonstrates a commitment to education					
• Supports scholarship activity					
• Advocates for students, faculty and staff					
• Respectful of colleagues and subordinates					
• Proactive					
• Balances short and long term goals					
• Thinks both globally and locally					
• Involves others					
• Acts with integrity					
• Utilizes the strengths of others					

- Has credibility
  (internally and externally)
- Challenges and inspires others

11. MANAGEMENT strongly agree agree disagree strongly disagree N/A
- Serves as a mentor for administrators, faculty, and staff
- Supports continuous improvement of university programs and services
- Delegates effectively
- Demonstrates effective problem solving skills
- Manages and accounts for the budget
- Effective management of human resources
- Encourages personal and professional development
- Appropriately decisive
- Proactive
- Provides support for those seeking Promotion and Tenure
- Follows through on decisions and actions
- Understands, accurately applies, enforces and promotes compliance with policies, and procedures
- Effective use of meetings

12. COMMUNICATION strongly agree agree disagree strongly disagree N/A
- Develops and maintains lines of open, honest communication with colleagues, staff, students, and others
- Communicates effectively in speaking and writing
- Actively listens to others' suggestions, ideas, and beliefs
- Maintains objectivity and demonstrates effective conflict resolution skills
- Responds well to constructive feedback
- Provides information in a timely fashion
- Creates and promotes strong working
- relationships *inside* the organization
- Creates and promotes strong working relationships *outside* the organization

13. GENERAL strongly agree agree disagree strongly disagree N/A
- Possesses the knowledge, skills, and understanding to carry out the responsibilities of the position
- Possesses good knowledge of university resources to make appropriate referrals
- Operates efficiently and effectively
- Responds to people and/or completes projects in a timely manner
- Consistently displays awareness of and

concern for university needs

14. STRATEGIC ACTION strongly agree agree disagree strongly disagree N/A

- Promotes teaching and learning
- Promotes scholarly and creative activity
- Promotes outreach and engagement
- Develops a healthy culture and climate
- Encourages diversity
- Engages constituents
- Effective in fundraising
- Effective in recruiting and retaining new faculty, staff and students

15. Areas from questions 10-14 above or other examples in which this administrator is especially accomplished:

16. Areas from questions 10-14 above or other examples in which this administrator may seek improvement (suggestions for improvement):

17. Additional Comments:

Confidential Administrator Performance Feedback Form – v2

(to replace FSH 3320: Form 2)

1. Your first and last name (optional):

2. Your email address (optional):

3. You are:
   - ☐ student
   - ☐ staff
   - ☐ faculty
   - ☐ in an administrative role as either faculty or staff
   - ☐ a stakeholder, alumni, and/or friend of the university/college or unit

4. Where are you located
   - ☐ on the Moscow campus
   - ☐ off the Moscow campus
   - ☐ in the community, state and/or other location (non-university employee)

5. College or Unit of the administrator being reviewed by you.
   [DROPDOWN]

6. Name of administrator being reviewed by you:
   [DROPDOWN]

7. Your V-number (for U-Idaho Employees) or your organization (for non-university reviewers).
   (This information will be used only to verify that it is appropriate for you to review the selected administrator. Once verified this information will be removed from the feedback. You may also fill out the form with out submitting a V# but the feedback would not included as part of an administrator's official record.)

8. Please select only one to indicate the frequency of your interactions with this administrator
   - ☐ daily or almost daily
   - ☐ once/twice a week
   - ☐ once/twice a month
   - ☐ occasionally, every few months
   - ☐ rarely or never, once/twice a year or less

9. Type of administrator review
   - ☐ Periodic review
   - ☐ Annual performance, upward feedback

10. LEADERSHIP — strongly agree | agree | disagree | strongly disagree | N/A
   - Frames and promotes a shared vision
   - Demonstrates a commitment to education
   - Supports scholarship activity
   - Advocates for students, faculty and staff
   - Respectful of colleagues and subordinates
   - Acts with integrity
   - Challenges and inspires others

   Additional Comments:

11. MANAGEMENT — strongly agree | agree | disagree | strongly disagree | N/A

- Serves as a mentor for administrators, faculty, and staff
- Supports continuous improvement of university programs and services
- Manages and accounts for the budget
- Manages human resources
- Understands, accurately applies, enforces and promotes compliance with policies, and procedures

Additional Comments:

12. COMMUNICATION strongly agree agree disagree strongly disagree N/A

- Develops and maintains lines of open, honest communication with colleagues, staff, students, and others
- Maintains objectivity and demonstrates effective conflict resolution skills
- Responds well to constructive feedback
- Provides information in a timely fashion
- Creates and promotes strong working relationships

Additional Comments:

13. GENERAL strongly agree agree disagree strongly disagree N/A

- Possesses the knowledge, skills, and understanding to carry out the responsibilities of the position
- Possesses good knowledge of university resources to make appropriate referrals
- Operates efficiently and effectively

Additional Comments:

14. STRATEGIC ACTION strongly agree agree disagree strongly disagree N/A

- Encourages diversity
- Engages constituents
- Effective in fundraising
- Effective in recruiting and retaining new faculty, staff and students

Additional Comments:

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #7

3:30 p.m. - Tuesday, October 13, 2015
Brink Hall Faculty-Staff Lounge & Scopia

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #6, October 6, 2015 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

Committee on Committees: (Brandt)
FS-16-008: FSH 3720 – Sabbatical Leave (vote)
FS-16-009: FSH 1640.74 - Sabbatical Leave Committee and 1640.90 – General Education Assessment Committee (vote)
Committee Appointments (vote)

VII. Special Orders.

- Conflicts of Interest/Consulting (McIver/Inge)(intro)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #6
FS-16-008&009
Committee Vacancies

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #6, Tuesday, October 6, 2015

Present: Adams, Anderson, Barbour, Boschetti, Brandt, Brewick, Brown, Caplan, Couture (Boise), Crowley (w/o vote), Flores, Folwell, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Jeffery, LaPrath, Latrell, Mahoney, Nicotra, Royer, Stoll, Teal, Wiencek (w/o vote), Wolf. **Absent:** Chung, Murphy, Perret, St. Claire. **Guests:** 8

Chair Teal called meeting #6 of the Faculty Senate to order at 3:30. A motion (Wolf/Stoll) to approve the minutes from meeting #5 on September 29th was approved without objection. The Chair also noted that while we could see Senators at the off-campus sites we continue to have background noise problems leading to a need to mute them.

Chair's Report: The Chair announced that Clark Stevens from the New West Land Company will be on campus for a presentation next Monday (October 12th). His presentation will appeal to a broad range of disciplines particularly those interested in conservation, sustainability, and land use design.

Provost's Report: Provost Wiencek stated that the Spread Pay Task Force has been assembled although they haven't yet had a meeting. He emphasized that the task force is starting with no preconceived outcomes. The Provost is assembling a rather large Strategic Plan Committee due to the need for broad input. This committee will be broken into sub-groups and will make use of technology to be more productive. The State Board is expecting a plan by April.

There are several searches getting started:

- Dean Larry Stauffer has agreed to chair a search to replace Mario Reyes as Dean of the College of Business.
- The Provost will chair the search committee to replace Vice President of Research & Economic Development, Jack McIver.

The Provost also noted that Cori Mantle-Bromley had just announced her plans to step down as Dean of Education this summer. Dean Mantle-Bromley has just completed a successful fundraising effort for the new education building. The Provost thanked her for her leadership and she received a round of applause from the Senate.

Provost Wiencek suggested the need to begin working on a more transparent and consistent budget process. We do need to move this along by the end of the year so that we can embed our strategic plan with the budget process. He is concerned that it is not clear to faculty how to ask for resources.

The Provost also reported on some results related to the HERI Faculty Survey. The results are posted on the IRA website. There is a lot of data to look at. Provost Wiencek highlighted results that suggest that faculty are satisfied with their job security and the sense that their teaching and research are valued. However, the data also indicates that "there is room for the administration to improve communication about policy and other institutional business in a way that is more transparent, open and inclusive of faculty concerns." He hopes that faculty/staff believe that things are moving in the right direction.

The Provost also commented on the relationship between the goals of bringing up salaries and growing enrollment. If our goal is to bring up faculty salaries to 100% of market then what type of enrollment increases are needed? Our salaries are currently around 16% below market. To bring us up to market would take approximately $20 million. If we returned to a 20:1 student to faculty ratio we could accommodate an additional 2,156 students. This would result in around $15 million in additional revenue. We were around 20:1 in 2004 and have dropped to 16:1 since. He also noted that part of the enrollment decline can be attributed to the decline in WUE students, although this decline has not resulted in a decline in overall revenue. The Provost suggested that growing our enrollment while increasing our student to faculty ratio points to a way forward. However, he cautioned against assuming that any specific decisions have been made about how we go about meeting this challenge. As a concluding comment, the Provost suggested that we might want to have a conversation about whether all faculty need to be on the same teaching/research tenure-track. Should we have some faculty who have a full-time teaching focus? A Senator asked whether he was talking about clinical faculty or instructor positions with a path to tenure. The Provost stated that he just wanted to start the discussion and we should consider these issues as we discuss the strategic plan. Another Senator wondered about the effect on workloads of increasing students in some areas. The Provost stated that we can't control where students might want to major, but if we need to add capacity in certain areas we would have to determine ways to do this.

A different Senator suggested that we didn't have excess capacity, rather we had shifted capacity by emphasizing the generation of research revenue. The Provost reiterated that what we needed to do was have a discussion focused on what our best use of resources will be. This discussion of different career paths doesn't need to occur right away, but we do need to have it.

A final question asked about the decline of WUE students and the relationship of that to revenue. Vice President for Finance Brian Foisy commented that the previous administration had worried about the amount of revenue that was being lost by discounting tuition to out-of-state students. He suggested that they had found the "tipping" point where a decline in out-of-states students had not resulted in a decline in revenue.

Health Fair: The Chair introduced Senator Brian Mahoney to discuss the Health Fair to be held Wednesday October 14th from 1-5 at the Student Recreation Center. There will be health screenings from 7-11, flu shots from 1-5. He will also be doing a CPR demonstration. The Fair is open to students, faculty & staff, employee dependents, and retiree's. There will also be free soft tacos.

Other Announcements:

- The Chair reminded everyone of the Teaching and Advising brainstorming session (aka Think Tank) scheduled for next Tuesday (October 13th) at 1:45 in the Doceo Center (basement of the Pitman Center).

- Senator Hrdlicka asked people to fill out the survey emailed to them from the Benefits Advisory Group. The survey will be analyzed to determine what health benefits we want in future years.
- Senator Adams announced that next week will be the Annual Bellwood Lecture sponsored by the College of Law. This year's speaker will be Judge Juan Guzmán from Chile. Judge Guzmán has received numerous human rights awards for his decisions seeking to hold Augusto Pinochet accountable for human rights violations. His lecture will be on Wednesday October 14th at 3:00 pm in the International Ballroom of the Bruce Pitman Center. On Tuesday the 13th the film "The Judge and the General" will be shown in the Law School Courtroom at 3:30. It was noted that this is the time that Senate meets. One Senator suggested a Senate fieldtrip.

FS-16-004 (UCC-16-001b): Education Specialist Degree: Professor Paul Gathercoal presented this proposal. The Ed.S. degree in Curriculum and Instruction was inadvertently omitted from the list of online degrees submitted to UCC last year. The College of Education requests the inclusion of this degree on the list of 100% online degrees. The proposal passed unanimously.

FS-16-007: Fall2015/Spring/2016 Exam Schedule: Dwaine Hubbard from the Registrar's Office presented the exam schedule and noted that it had been adjusted to try to minimize the number of times a student might end up with 3 exams on the same day. The Faculty Secretary thanked the Registrar's Office for responding to this concern. The exam schedule was unanimously approved by the Senate.

University-wide Work Related Employee Training: The Chair introduced the newly arrived Vice President for Finance Brian Foisy along with Human Resources Executive Director Greg Walters and Elissa Keim. They have been invited to the Senate to discuss recommendations for training for employee's, supervisors and managers. Mr. Foisy explained that this proposal was not an administrative "Dilbert" proposal. Rather it was a proposal that had bubbled up from Staff Council and other sources. The University doesn't really offer any supervisor training and people are just expected to know what they need to do. The importance of such training can be seen by observing the University's frequently long and convoluted hiring process. If we are to move away from a hiring process with multiple sign-offs, we need to make sure that supervisors are well trained and understand the legal environment within which they act. The proposal recommends that supervisors take a variety of required work training modules. When all of these modules are developed the required time commitment will be 3.5 hours. This proposal defines supervisor fairly broadly. So if a person supervisors any employees, including student employee's they will be required to complete the modules. This could impact as many as 1,000 individuals on campus. New supervisors will have 90 days to complete the training while continuing supervisors will have 4 months. There will also be a "refresh" period every three years. There are also some all-employee modules which everyone will be required to complete. These will add 1.75 hours to the required training. This would be thirty minutes less for all those who have completed the "Our Inclusive Workplace" module. The largest time burden that a supervisor, new to the University, would be required to spend on these modules is estimated to be about 5.5 hours.

Several Senators expressed strong support for the development of this type of training. A Senator suggested that the most opportune time for a new employee to take these modules would be at the new employee orientation. It was pointed out that this orientation is now online. In a similar vein it was suggested that a recently hired person might have the opportunity to complete some of these before they actually arrived. Vice President Foisy responded that this was a good suggestion although there may be some logistical problems involving issues like passwords.

There was a question as to whether TA's would be considered employees and also whether some of the module's intended for supervisors might be open to all employees in a group gathering. In response to the first question, it was stated that since an employee was defined as anyone receiving compensation, then TA's would be considered employees. Several Senators suggested that having materials available online related to the modules would be valuable.

A Senator asked whether any employee, even someone hired for a short time in the summer, would be required to do the training. Foisy responded that the legal issues are the same and thus we can get in as much difficulty with a temporary employee.

The Chair asked if there was a way to streamline some of the requirements based on supervisor level, perhaps tier levels. For example, many faculty are assigned TAs by their unit thus becoming a supervisor by default, but they were not involved in the actual hiring/selecting. Several Senators noted concerns with how one tracks whether an employee completes a task assigned such as an I-9, especially when the supervisor does not have access to this information. Foisy responded that these were good suggestions and would be looked into.

Finally, there was an extended discussion of whether managing large numbers of student employees (like intramurals) might create some problems. While it was acknowledged that there might be some ways to streamline this, the general point of emphasis was that any person engaged in hiring or supervising would need to take these training modules. This conversation will be carried on with Staff Council and further tweaking of the timing and availability of the modules will probably occur. Foisy thanked Senate for their time and valuable input.

Adjournment: At 4:43 a motion (Mahoney/Wolf) to adjourn passed unanimously.

Respectfully submitted,

Don Crowley, Faculty Secretary
and Secretary to the Faculty Senate

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)
[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition x☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **FSH 1640.74 & 3720 Sabbatical Leave**

Administrative Procedures Manual [APM] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: ______________________

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): **Anne Marshall, SLEC Chair 2014-15**
(Please see FSH 1460 C) Name Date
Telephone & Email: ______________________

Policy Sponsor: (If different than originator.) **Liz Brandt, Chair Committee on Committees**
Name Date
Telephone & Email: ______________________

Reviewed by General Counsel ___Yes _X__No Name & Date: ______________________

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

1. To ensure any SLEC member who has submitted an application for sabbatical recuses themselves from evaluating others for the same period.
2. To clarify where reports should be submitted upon return from sabbatical.

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

No impact anticipated

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

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

If not a minor amendment forward to: ______________________

Policy Coordinator Appr. & Date: ________ *[Office Use Only]*	*FSH* Appr. ________ FC ________ *GFM* ________ Pres./Prov. ________ *[Office Use Only]*	Track # ________ Date Rec.: ________ Posted: t-sheet ________ h/c ________ web________ Register: ________ *(Office Use Only)*
APM *F&A Appr.:* ________ *[Office Use Only]*		

3720

SABBATICAL LEAVE

PREAMBLE: This section describes the terms of eligibility for sabbatical leave for UI faculty. The policy is derived from, and incorporates all of, the State Board of Education, Governing Policies and Procedures, II-G. 3 b. This section was an original part of the 1979 Handbook *and has been changed in only editorial ways since. Except where explicitly noted, the text is as of July 1996. Further information is available from the current chair of the Sabbatical Leave Evaluation Committee.* [ed. 6-09]

CONTENTS:

A. GENERAL POLICY. Members of the UI faculty [see 1520 II-1] with tenure at the time of sabbatical leave, and the rank of senior instructor or above, or the equivalent of such rank, may be granted sabbatical leave after six full academic years of service at UI or after six full academic years have elapsed since the faculty member's most recent sabbatical leave at UI. Sabbatical leave is granted on the basis of application by the faculty member and recommendation by the Sabbatical Leave Evaluation Committee (SLEC) [see 1640.74] and upon approval by the Faculty Senate and the president or designee. Sabbatical leave applications by faculty members in the Cooperative Extension System (CES) are handled separately: conditions of leave for these faculty members are established and funding is provided by the CES and their applications are evaluated by a committee of the CES. *[ed. 7-01, 7-02, 6-09]*

B. PURPOSE. The primary purpose of a sabbatical leave is to enhance the faculty member's value to UI. Specifically, a sabbatical leave is to be used for one or more of the following purposes:

B-1. Research, scholarship, or study intended to result in publication or invention.

B-2. Refresher courses or a program of study, work, or travel designed to keep the faculty member abreast of the latest developments in his or her area of specialization.

B-3. Work toward an advanced degree.

C. PERIOD OF LEAVE AND SALARY. A sabbatical leave is for either one-half academic or fiscal year at full pay or a full academic or fiscal year at half pay, depending on the type of appointment held by the faculty member. Note that those on full year sabbaticals must arrange for full year life insurance and disability benefits if so interested. [See APM 55.42] *[ed. 1-11]*

D. RESTRICTIONS ON SERVICE AND SALARY. The decision as to the acceptability of a proposal will not be based on whether additional remuneration may be received, but rather on the probability that the faculty member will enhance his or her value to UI. Teaching elsewhere or working in research laboratories of industry or government may be approved if such activities can be expected to contribute significantly to the acquisition of useful ideas and practices. In no case will leave be granted primarily for the purpose of augmenting the person's income. The benefit to UI must be foremost in the consideration leading to approval of the leave.

E. ANNUAL JOB DESCRIPTION. The faculty member is expected to note sabbatical purpose and goals on the annual faculty job description. Performance evaluation will reflect the faculty member's purpose and goals while on sabbatical.

F. CHANGES IN SABBATICAL. If a faculty member must change the purpose, place, or time of the sabbatical leave, he or she must submit a written request, with recommendation from the dean and unit administrator, to the SLEC for approval. This request must state the rationale for the changes and document how the sabbatical leave plan will reflect these changes. Upon approval by the SLEC, any changes will be sent to the provost. *[ed. 8-11]*

G. RETURN. The faculty member is expected either to return to the active service of UI for at least one academic year after completion of the leave or to repay the money received from UI while on leave, unless the president approves a waiver of this requirement. Within six weeks after returning, the faculty member must submit to the provost's office and to the faculty member's dean and unit administrator, ~~SLEC chair~~ a complete report in PDF format of his or her activities while on leave. This report will be available to ~~is distributed by the SLEC chair to members of the SLEC, the provost, the faculty secretary, and~~ the faculty member's dean and unit administrator. *[rev. 7-97, 7-02, 7-13, 12-15, ed. 8-11]*

H. APPLICATION FOR LEAVE. An application is submitted to the SLEC with recommendation from the unit administrator and dean. Any SLEC member who submits an application for consideration must recuse themselves from reviewing all applications for that application period. The SLEC evaluates the proposal in accordance with subsections I, J, and K, below. Therefore, the application should present the merit of the proposed leave clearly and convincingly and should be prepared with the care and thoroughness of a paper submitted for publication. The application should consist of the following *[rev. 7-97, 12-15, ed. 7-02, ~~ed.~~ 8-11]*:

H-1. Cover Page. Include a title indicative of the proposed sabbatical activity, the period of requested leave, name and rank of the applicant, and signatures of the administrators approving the application.

H-2. Abstract. Maximum length: 100 words.

H-3. Description of Proposed Sabbatical. Major headings should include a detailed statement of what the applicant plans to do while on sabbatical, the objectives and significance of the proposed activities, the value of these activities to the applicant's UI obligations, the feasibility and methods of accomplishing the objectives, and the applicant's qualifications pertinent to the proposed activities. This section should consist of not more than four single-spaced typewritten pages. *[rev. 7-97]*

H-4. Curriculum Vitae. Include a standard University of Idaho curriculum vitae.

H-5. Appendix. Evaluation of the proposal by college dean and unit chair, letters of acceptance from persons with whom the applicant plans to work, itinerary, and other supportive documentation should be appended to the application. *[ed. 7-98, 7-02, ed. 8-11]*

I. RATING SYSTEM. The application will be rated by the SLEC according to the following system:

I-1. Merit and feasibility of the proposal, 60 percent. *[rev. 7-97]*

I-2. Applicant's record or potential for research, teaching, service and/or other pertinent activity, 25 percent. *[add. 7-97]*

I-3. Length of service to UI, up to 15 percent. Each year of service, counting from the faculty member's initial appointment or from his or her most recent sabbatical leave, whichever is later, is assigned a weight of one point, limited to a maximum of 15. *[ren. and rev. 7-97]*

J. PROCEDURE FOR RATING. To give sufficient time for planning of sabbatical leaves, applications must be submitted at least 10-17 months before the beginning of the academic year during which the leave is to be taken. The SLEC meets in April of each year to consider applications received by March 31 for the academic year beginning 17 months later. The committee rates the applications according to the rating system specified in I and makes recommendations to the Provost who notifies applicants of the university's preliminary approval or disapproval. In this round of sabbatical applications the provost notifies no more applicants than a number equal to 60 percent of the sabbatical leaves expected to be available for the year under consideration. Faculty members who do not apply for sabbatical leave by March 31 may apply on or before November 1 for the academic year beginning 10 months later. The SLEC meets in November to consider new applications (and reconsider resubmitted applications). The SLEC again makes recommendations to the provost who submits a list of those faculty members recommended by the SLEC and proposed by the provost in both April and November to Faculty Senate for final approval. If there is substantial change in an applicant's plans, he or she must submit a new plan through the unit administrator, dean, and the SLEC for approval. If the new plan is not approved, the applicant may request leave without pay. *[rev. 7-97, ed. 7-00, 6-09, ed. 8-11]*

K. CRITERIA USED IN EVALUATING PROPOSALS.

K-1. Preparation, Thought, and Documentation: Organization of the proposal, originality of the idea, thoroughness, specificity, feasibility, preliminary work done on the project in addition to the planning, letters of appointment and acceptance, other documents supportive of the proposal, and the applicant's plans for travel, if that is an integral feature of the proposal. *[rev. and ren. 7-97]*

K-2. Benefit to UI and to Applicant: Contribution to applicant's knowledge and understanding, contribution to teaching or other assigned duties at UI, publications or other scholarly works resulting from the project, enhancement of professional status, recognition for UI, and contribution to special projects or to UI programs. *[rev. and ren. 7-97]*

K-3. Applicant's Record of or Potential for Research, Teaching, Service and/or Other Pertinent Activity: Publications, performances, grants, postdoctoral fellowships, leaves, participation in relevant professional organizations, record of achievement on previous grants and leaves, evaluation by unit administrator and dean, and evidence of excellence in teaching, service, or other evidence of contribution to the university. *[rev. and ren. 7-97; ed. 7-98, ed. 8-11]*

SABBATICAL LEAVE EVALUATION FORM *[rev. 7-97]*

APPLICANT'S NAME ____________________

SEMESTER(S) APPLIED FOR ____________________

PURPOSE OF LEAVE ____________________

I--VALUE OF PLAN (Maximum 60 points)

A. Preparation, Thought, and Documentation (where appropriate) (30 points)

(For preparation and thought, consider the following: organization of the proposal, originality of the idea, thoroughness, specificity, feasibility, and preliminary work begun on project beyond planning; for documentation consider the following: itinerary, letters of appointment, letters of acceptance, and other supportive documentation if applicable.)

Excellent 27-30; Good 22-26; Average 16-21; Poor 8-15; Unacceptable 0-7 Points ____

B. Benefit to University and Individual (30 points)

(Consider the following: contribution to applicant's knowledge and understanding, contribution to teaching or other assigned duties at university, publications or other scholarly works resulting from project, enhancement of professional status, recognition for university, contribution to special projects or programs within university.)

Excellent 27-30; Good 22-26; Average 16-21; Poor 8-15; Unacceptable 0-7 Points ____

II. APPLICANT'S RECORD OR POTENTIAL FOR RESEARCH, TEACHING, SERVICE AND/OR OTHER PERTINENT ACTIVITY (Maximum 25 points) (25 points)

(Consider the following: publications, performances, grants, post-doctoral fellowships, leaves, participation in relevant organizations, record of achievement of previous grants and leaves, evaluation by unit administrator and dean, including their assessment of the proposal and annual evaluation forms, evidence of excellence in teaching, service, or other evidence of contributions to the university, as required by the applicant's position description.) *[ed. 8-11]*

Excellent 23-25; Good 19-22; Average 13-18; Poor 8-12; Unacceptable 0-7 Points ____

III--SERVICE (Maximum 15 points)

(One point awarded for each year of service to university since the last sabbatical leave to a maximum of 15 points.) Points ____

EVALUATOR ____________________

DATE ____________________ Total Points ____

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)
[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition x☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **FSH 1640.90 GEAC**

Administrative Procedures Manual [APM] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: ______

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): **Kenton Bird, Dir. Gen. Ed** **Oct. 7, 2015**
(Please see FSH 1460 C) Name Date
Telephone & Email: **885-4947, kbird@uidaho.edu**

Policy Sponsor: (If different than originator.) **Liz Brandt, Chair Committee on Committees**
Name Date
Telephone & Email: ______

Reviewed by General Counsel ___Yes _X__No Name & Date: ______

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
This change would add one additional faculty or staff member to the committee, for a total of six. Because terms are for three years, this would enable two members to rotate off the committee each year – providing better balance between new and continuing members.

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

No impact anticipated

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

IV. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
If not a minor amendment forward to: ______

Policy Coordinator Appr. & Date: ______ *[Office Use Only]*	*FSH* Appr. ______ FC ______ *GFM* ______ Pres./Prov. ______ *[Office Use Only]*	Track # ______ Date Rec.: ______ Posted: t-sheet ______ h/c ______ web______ Register: ______ *(Office Use Only)*
APM *F&A Appr.:* ______ *[Office Use Only]*		

1640

COMMITTEE DIRECTORY

PREAMBLE: This section contains statements of the function and structure of each university-level standing committee. The names of persons appointed to serve on each such committee are published at the beginning of each academic year by the Committee on Committees, and copies of this publication are available from the Office of the Faculty Secretary (208-885-6151). This section, dating to the 1979 edition of the Handbook, has been frequently revised as necessitated by the changing mission or membership of existing committees or the deletion of obsolete committees or the addition of new ones.

1640.74
SABBATICAL LEAVE EVALUATION COMMITTEE

A. FUNCTION. To review applications for sabbatical leave, to make recommendations to the Faculty Senate for approval and referral to the president, to review the reports of those returning from sabbatical leave, and to evaluate annually the results of the program. [See also 3720.] *[ed. 7-00, 7-09]*

B. STRUCTURE. Five faculty members (with at least one representative each from the humanities, natural sciences, and social sciences) and vice provost of academic affairs, or designee (w/o vote). A member selected to serve on this committee who is planning on applying for a sabbatical shall recuse themselves from participating the semester in which they apply. *[rev. 7-06, 2-09]*.

1640.90
General Education Assessment Committee

A. FUNCTION.

A-1. General Education Assessment Committee (GEAC) serves as the body for oversight of general education assessment. The Director of General Education and the Assistant Director of Institutional Research and Assessment, or designee, will provide coordination and leadership.

A-2. The GEAC meets to norm and score assessment artifacts, and to review assessment findings and make recommendations based on its findings to UCGE.

[Information on general education assessment can be accessed at the general education website: http://www.uidaho.edu/class/general-education]

B. STRUCTURE AND MEMBERSHIP. The committee is composed of nine members as follows: Director of General Education as Chair, ~~Assistant~~ Director of Institutional Research and Assessment, or designee, one UCGE member, two undergraduate students, and ~~four~~ five members (faculty/staff, the majority of the members must be faculty) to include one with interdisciplinary experience and the remaining three selected to ensure a broad representation across the eight colleges that offer baccalaureate programs. All members, except students, serve on three year staggered terms. The Director of General Education is responsible for the selection of committee members.

Vacancies:

Scientific Misconduct: Sanford Eigenbrode
GEAC:
Dir. Of General Education – Kenton Bird
Dir. Inst. Res. & Assessment, or designee w/o vote – Dale Pietrzak
UCGE Member – Diane Prorak (2016)
Faculty/Staff – Beth Price (2016)
Faculty/Staff (w/interdisciplinary exp.) – Dean Panttaja (2017)
Faculty/Staff – Daniel Campbell (2017)
Faculty/Staff – Helen Joyner (2018)
Faculty/Staff – Katie Schiffelbein (2018)

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #6

3:30 p.m. - Tuesday, October 6, 2015
Brink Hall Faculty-Staff Lounge & Scopia

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #5, September 29, 2015 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- Health Fair (Mahoney)

VI. Committee Reports.

University Curriculum Committee:
FS-16-004 (UCC-16-001b): Education – C&I Education Specialist Degree (Gathercoal)(vote)
FS-16-007: Fall 2015/Spring 2016 Exam Schedule (Chermak/Hubbard)(vote)

VII. Special Orders.

- University-wide Work Related Employee Training (Foisy/Keim/Walters)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #4
Health Fair
University-wide Training
FS-16-004&007

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #5, Tuesday, September 29, 2015

Present: Adams, Anderson, Boschetti, Brandt, Brown, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Flores, Folwell, Foster, Godfrey (Coeur d'Alene), Jeffery, LaPrath, Latrell, Bird (w/o vote for Murphy), Nicotra, Royer, Stoll, Teal, Wiencek (w/o vote), Wolf. **Absent:** Barbour, Brewick, Hiromoto (Idaho Falls), Hrdlicka, Mahoney, Murphy, Perret, St. Claire. **Guests:** 8.

The Chair called the meeting to order at 3:32. A motion (Folwell/Wolf) to approve the minutes of September 22, 2015 passed without objection.

Chair's Report: Chair Teal reminded the Senate that on Thursday October 8th Jack McIver will be conducting a session in the Faculty-Staff Lounge to assist faculty with research procedures and opportunities. Senators should mention this to all colleagues who might be interested. He also noted that Staff Council has inquired about the possibility of combining staff and faculty excellence awards in the same event. He wondered if there were any concerns about combining these events. One Senator stated that this was a good idea and no one indicated any concerns. The Provost noted that this had been discussed with the President and they were supportive. The Chair recognized Kenton Bird (subbing for Michael Murphy). Professor Bird announced that the Teaching and Advising Committee would be having a brainstorming session on Thursday October 13th at 1:45-3:00. The purpose of this meeting, as discussed last week in Senate, will be to have a conversation about how to improve student evaluations of teaching. This brainstorming session will be held in the Doceo Center which is in the basement of the Bruce Pittman Center.

Provost's Report: Provost Wiencek reported that the task force to look at the spread pay issue is ready to start its review of the issue. The committee will be chaired by Becky Tallent from CLASS. Other faculty members include Jack Miller (Law), Yun Chung (Business), Marty Ytreberg (Science), and Sarah Nelson (CLASS). Representing the Staff will be Brandy Terwilliger (Human Resources), Mellody Miller (Science), Wendy Kerr (Office of Sponsored Programs), Cretia Bunney (Payroll), and Mary Stout (Office of the Provost and Executive Vice President). General Counsel will also be present (non-voting) to provide legal advice, which is the major reason we might want to consider going to a different system. There are some state regulations to which we need to conform. The Provost would like to have a report from this group by the end of the academic year. If there are changes, the key is to mitigate any impact on faculty/staff.

Letters have gone out inviting nominations for people to participate in the strategic plan committee. The committee is up to around 38 members so they will have to break up into sub-groups. There will be opportunities for all members of the community to contribute. They will be working on developing some type of platform allowing for broad participation. A search committee, chaired by Larry Stauffer, is being formed for a new Dean of the College of Business. A search committee will be formed for a new V.P. of Research, which the Provost will chair. Among the issues the Provost has been discussing include how to develop a more transparent budget process and how to provide incentives for enrollment growth.

A Senator asked for further clarification regarding how we intend to measure enrollment growth. At the college level or by majors? The Provost noted that ultimately the budget model incentive will drive behavior. Close to 90% of a program budget will be allocated as it has been in the past. Maybe 10% of a department budget is related to enrollment. The University will continue to have the ability to invest in mission critical programs that might not have the ability to grow their enrollment. We will need to have a discussion about how we count enrollment. Some programs would prefer that we count the number of students they actually teach while others would prefer that we count majors. We will probably want to do both, but it is crucial that we avoid unintended consequences. There might need to be checks to ensure that departments don't game the system. The Provost ended his report by reminding everyone that the President's State of the University Address is on Monday, October 5th at 3:30.

Retention Guide: Chair Teal introduced Jeff Dodge (Associate Dean of the College of Law) and Jesse Martinez (Director of Multicultural Affairs) who are co-chairs of the Student Recruitment and Retention Committee. They have developed a Retention Resource Guide, which has been distributed both in hard copy and electronically as a resource to faculty and staff. The resource guide lists the top ten reasons that students do not stay in college and then provides the resources on campus that might help students deal with these issues. Their plan is to update the guide every two years.

The Chair thanked them for developing this useful guide but wondered if it might be made available on Vandal Web. Professor Dodge remarked that is something they could look into.

Distance Education: The Chair introduced Terry Ratcliff (Executive Director of Distance & Extended Education) to discuss the status of distance education at the University of Idaho (UI). Mr. Ratcliff made a handout available, which outlined the basic structure of distance education on campus and reviewed some of the guidelines and plans. He has developed a report for the Provost, which has not yet been fully vetted.

He noted that distance education on campus and in the state has been highly decentralized and acknowledged that there is a need for a plan clarifying the role of distance education in our future. He has spent most of his time in the last year trying to make sure we are in compliance with the various regulatory bodies that have a role in governing distance education. Mr. Ratcliff stated that at least one-third of our students take one of our online courses each semester. He also suggested that distance education can help us meet our enrollment goals. These courses also provide a significant revenue stream for the UI.

Mr. Ratcliff discussed the development of online programs. Many of these programs have developed in an incremental basis and thus we don't have a clear idea of the breadth or rationale of our online programs. He expects that we will have a clearer picture of our online programs by October 15th. He believes that online programs should be market driven. It currently takes us around 18 months to get from market research to the approval of an online program, which suggests we are not as nimble as we ought to be.

A Senator read a letter from a colleague, which essentially stated that the UI should get out of distance education unless we are willing to support the development of high quality programs. The Provost noted that this is clearly a discussion we need to have. We do not have a ready source of funding that can be tapped, but we do need to decide whether we are going to invest in distance education. He also commented that the President believes that distance education is an important part of obtaining our enrollment goals. Several Senators commented that when we are having this conversation we need to make sure we solicit the views of faculty who have been heavily involved in teaching online courses.

Another Senator stated that we were unlikely to be able to compete with some other major universities that offer online courses, adding that a heavy investment in online education might play against our strength as a residential campus. The Provost noted that we have a presence around the state and some of those students are place bound. Some universities (like Maryland) have completely separated their traditional campus from their distant offerings.

A Senator commented that she doesn't see why we aren't moving faster to reach out to students around the state who are place bound. A student Senator reinforced this view by stating that he has taken around 40 online courses. As a Marine he would not have been able to complete his education had he not been able to access such courses. He wondered about the $35 fee per credit for online courses and whether that fee could be increased to improve the quality of our online courses.

A Senator stated that he welcomed the focus on online courses and that such attention was definitely needed. He expressed concern that online courses have been developed rather haphazardly without careful attention to what the impact of that might be. Indeed, he has listened to students who were frustrated with having to take an online course, which wasn't even offered by an existing UI faculty member. Another Senator emphasized the need for more centralized support for those wishing to develop an online course. Mr. Ratcliff responded that we did lack institutional support, but that there were instructional designers who were an underused resource for those seeking to design a course. Another Senator wondered about the incentives for online course development that used to be offered. Mr. Ratcliff responded that while we are not currently offering such incentives, incentives would be one of his recommendations.

A Senator noted that we should be aware that there are differences between online courses and distance courses offered by video and that some courses are offered at other sites and beamed back to Moscow. Finally, a Senator asked whether a program had to be approved before it could go online. The Provost responded that if a program was 100% online there was a different fee structure and that the Board was having a debate about what constituted a 100% online program. It was also noted that a proposal to have an online program would need to be on the 5-year plan but that yearly updates to the plan were allowed.

FS-16-006: FSH 1640.83—Student Appeals Committee. Vice Chair Liz Brandt explained that this proposal was an attempt to address some issues associated with student appeals from SDRB to the Faculty Senate. In the past we have simply chosen from Senators who volunteered to serve on these appeals when they arise. In order to develop a group of faculty and students who have some background and knowledge of the process of student appeals as well as some training in Title IX issues, this proposal seeks to form a committee of nine members (six faculty and three students) from which an appeals panel of three will be formed. The proposal passed unanimously.

Adjournment. With no other business on the agenda a motion (Latrell/Chung) to adjourn passed unanimously at 4:47.

Respectfully submitted,

Don Crowley, Faculty Secretary
and Secretary to the Faculty Senate

Enrollment and Faculty Capacity

John Wiencek

Faculty Senate

October 6, 2015

HERI Faculty Survey Results

- Posted on IRA website http://www.uidaho.edu/research/institutional-research-and-assessment/surveys

The survey data identified some areas faculty felt were points of pride and where performance was good.

- Faculty are satisfied or very satisfied with job security and report their research and teaching are valued by their departments.
- A high percentage of faculty are engaged in academic research that spans multiple disciplines, including undergraduates in research, and using real-life problems in their courses.
- Faculty value the partnerships achieved with communities through collaboration and public service and acknowledge their responsibility to work with surrounding communities to address local issues.

While there were good things that emerged from the survey, it does not come as a surprise that UI faculty are very concerned about university budget and finance issues, including salary and benefits.

- A large number of faculty indicated that institutional budget cuts have been a source of stress during the period 2012 – 2014.
- Many expressed low satisfaction with their salaries and benefits.

These are clearly areas where improvement is needed and university leadership is committed to making significant progress to strengthen the budget and bring employee salaries up where they should be.

Survey data also indicate that there is room for the administration to improve communication about policy and other institutional business in a way that is more transparent, open and inclusive of faculty concerns. We take this input seriously and are making a concerted effort to communicate more openly and often on issues important to our UI community.

Get Salaries to 100% of Market

- FY2011 Financial Report:

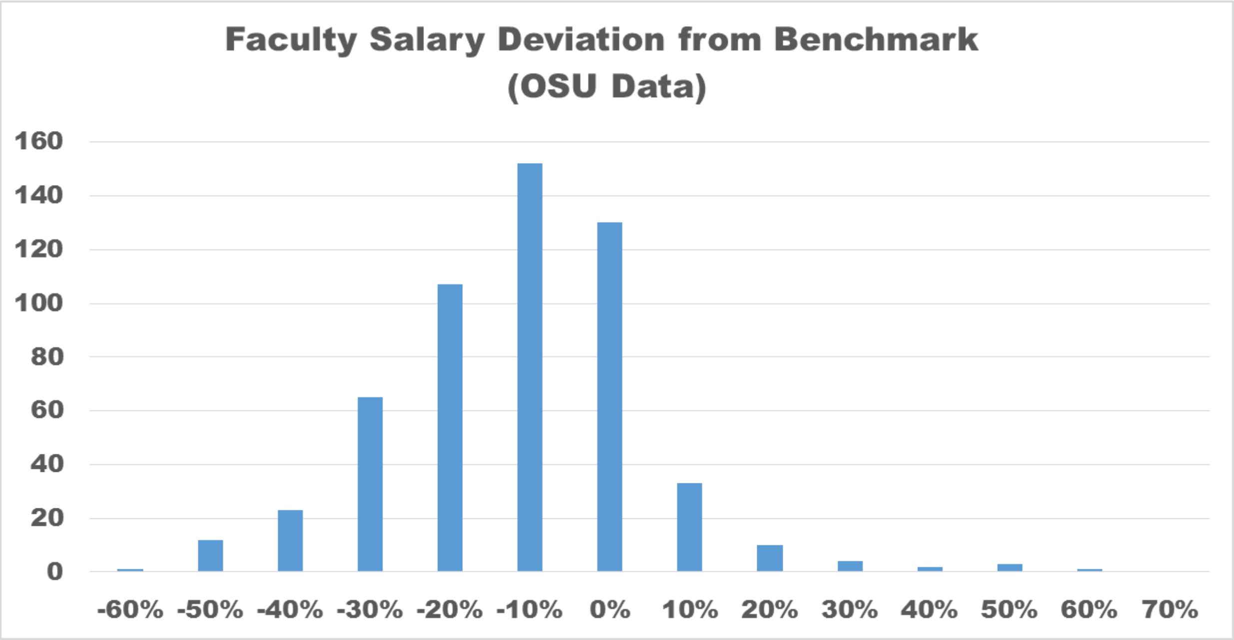
  Salaries and Benefits = $102.4 million

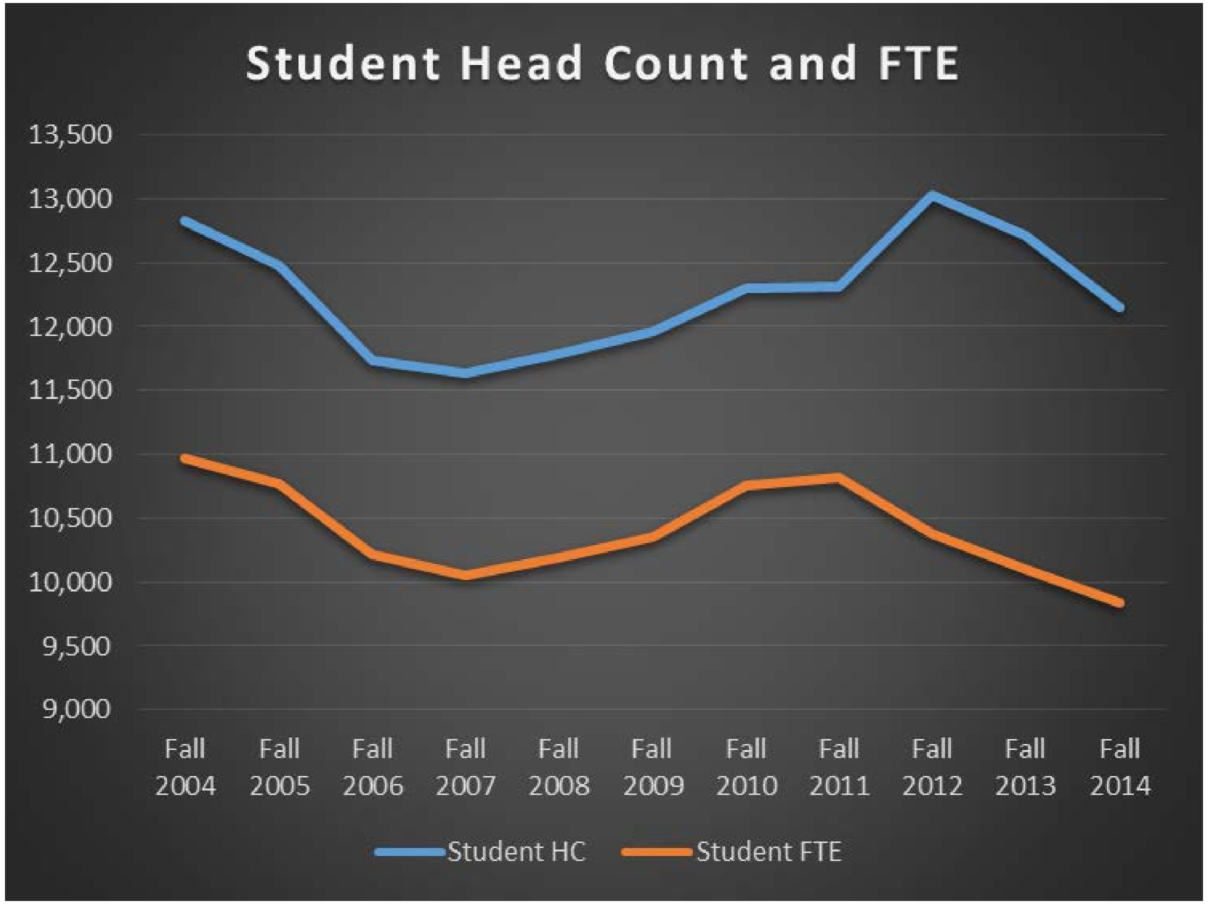
  Faculty compensation stats

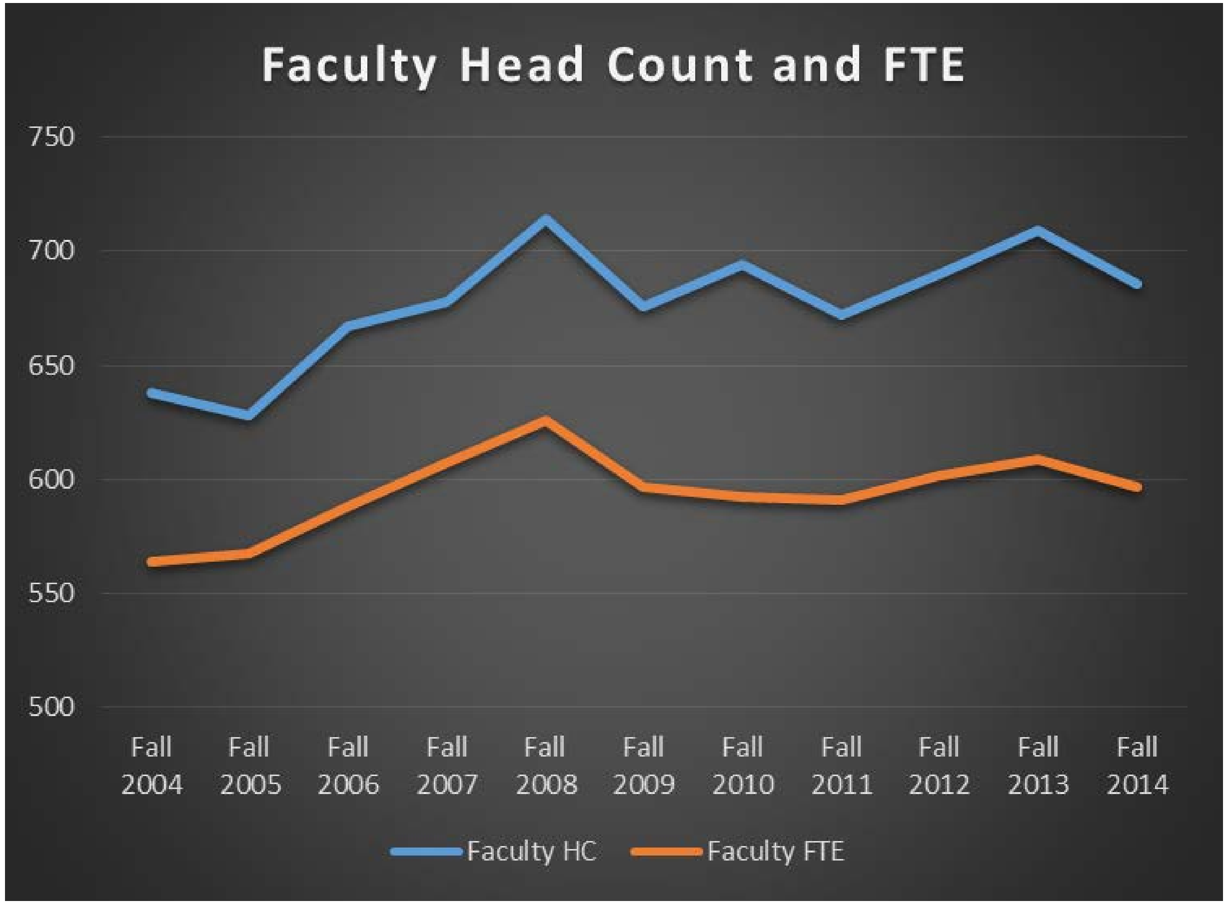
  On average 16.7% below market wage

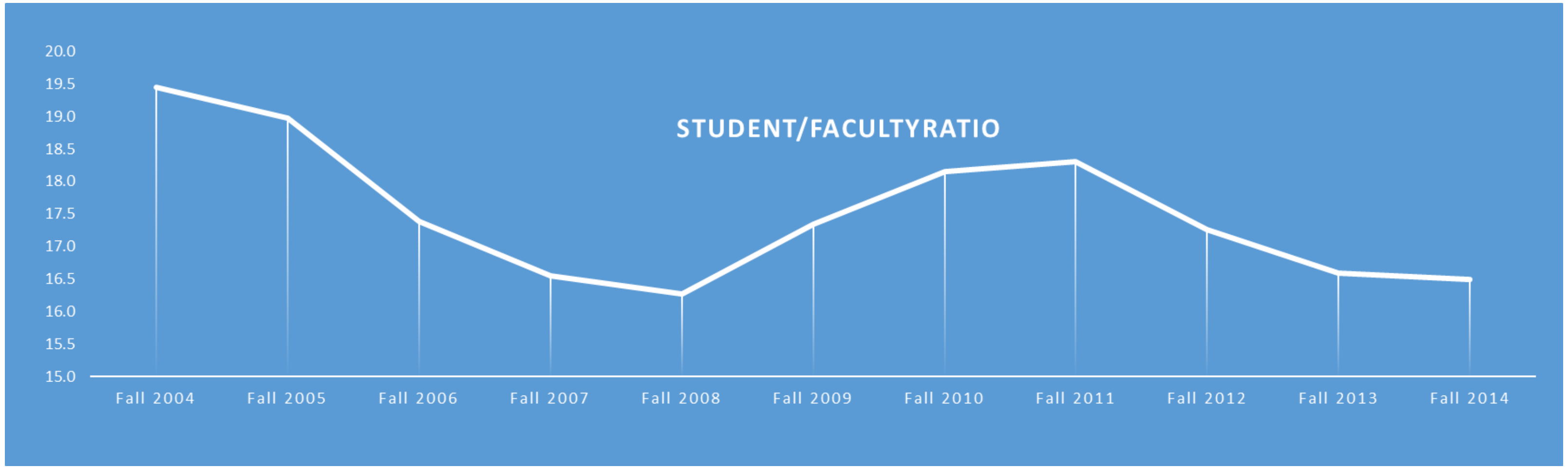
  Assuming staff same (?)

  $17.1 Million shortfall
  Probably now ~ $20 Million

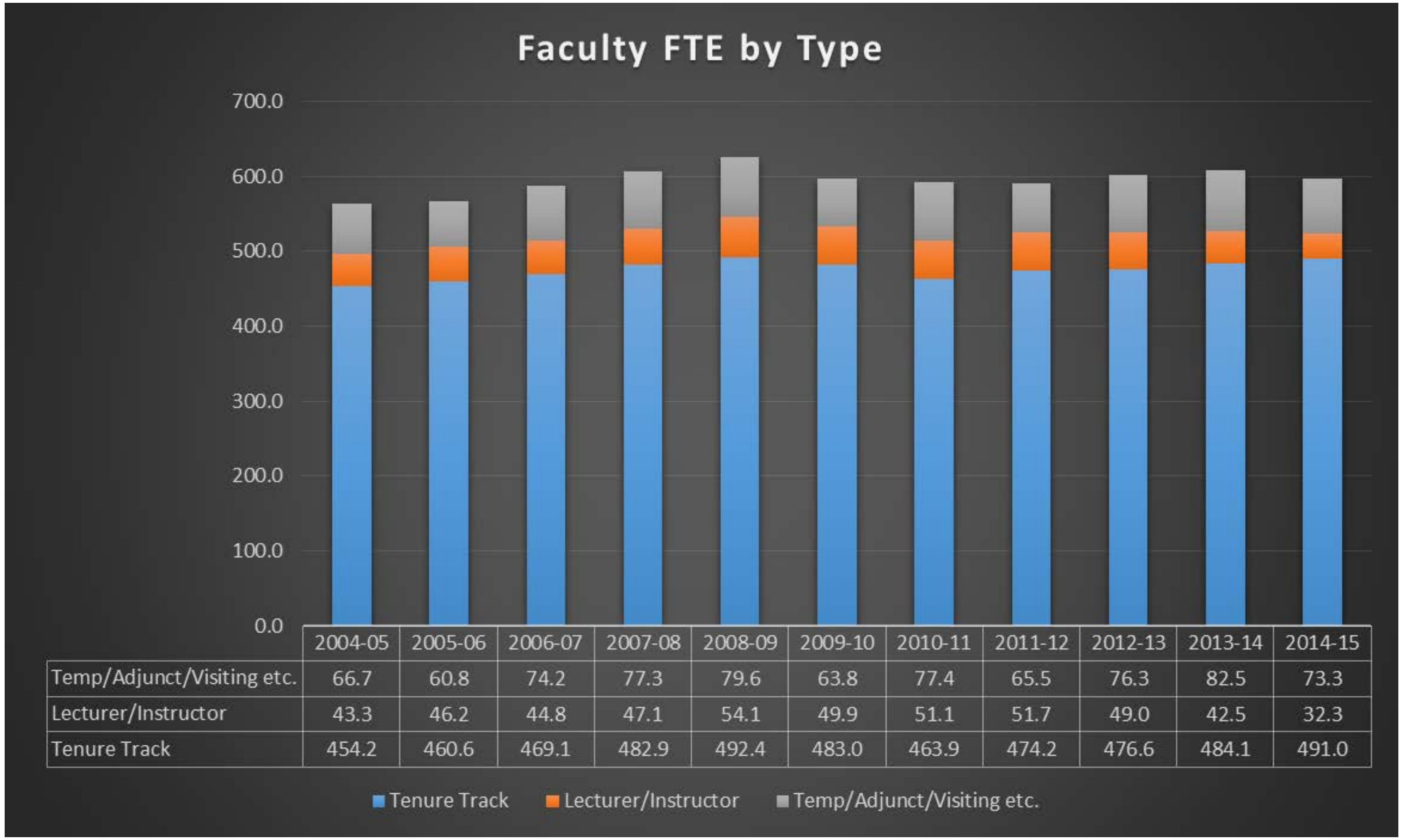




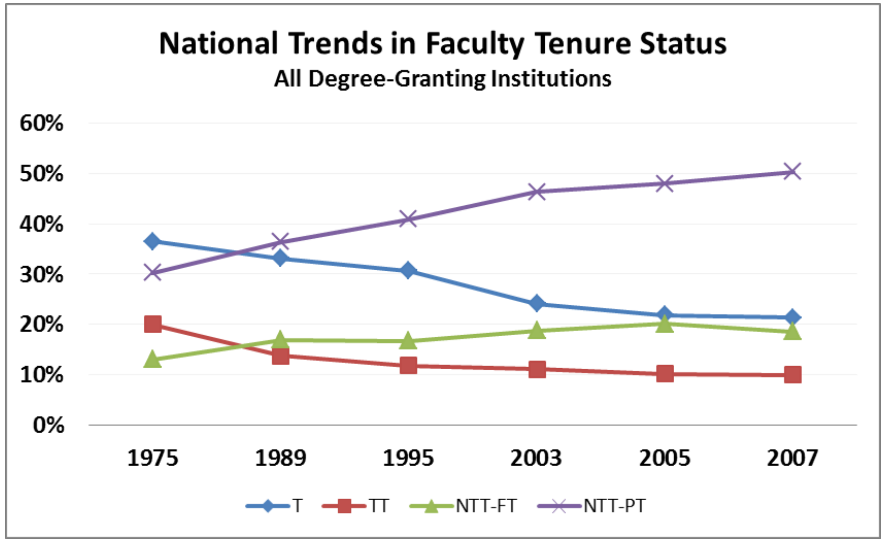


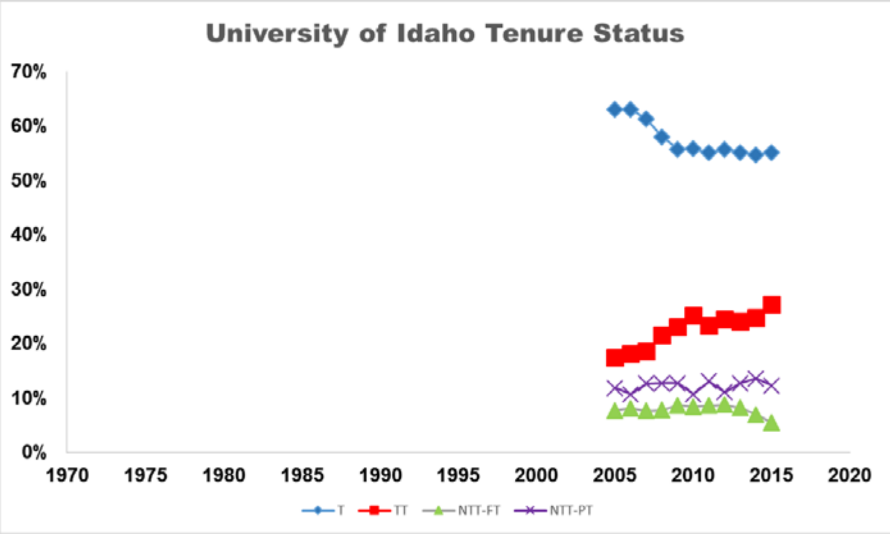


At 20:1 Student to Faculty Ratio, additional 2156 student FTEs can be accommodated = $15.1 million/yr revenue



	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Temp/Adjunct/Visiting etc.	66.7	60.8	74.2	77.3	79.6	63.8	77.4	65.5	76.3	82.5	73.3
Lecturer/Instructor	43.3	46.2	44.8	47.1	54.1	49.9	51.1	51.7	49.0	42.5	32.3
Tenure Track	454.2	460.6	469.1	482.9	492.4	483.0	463.9	474.2	476.6	484.1	491.0





WEDNESDAY, OCTOBER 14, 2015

1-5p.m. at the Student Recreation Center

Health Screenings

Biometrics* - SRC Classroom, 7a.m. - 11a.m.
Free Screening for University of Idaho faculty and staff.
Includes: glucose, blood pressure, cholesterol, full lipid profile and body mass index. On-site consultation of results.

Employees must bring their Blue Cross of Idaho ID

*Fasting is not required. In order to get most accurate numbers, please refrain from eating 12 hours to the test.

Bone Density Scan - SRC Classroom, 7a.m. - 11a.m.
Cost: $15 (cash or check).

Vaccines

Flu Shot - Gold Gym, 1p.m. - 5p.m.
Free vaccine for University of Idaho students, faculty, staff and employee dependents (over the age of 18).

Must bring your Vandal ID

Meningitis Vaccine - Gold Gym, 1p.m. - 5p.m.
Free vaccine for University of Idaho students only.

Must bring your Vandal ID

Health and Rec Fair

SRC Silver and Gold Gyms, 1p.m. - 5p.m.
Over 50 local and regional vendors. Free and open to the public.

- CPR demonstrations
- Vision screenings
- Dental resources
- Nutrition tips
- Diabetes education
- Sun safety education
- Free Wellness classes
- 5 minute fitness test
- Ergonomic education
- Complimentary chair massages
- Free climbing
- Soft taco bar

Join us for full-day of events

Prizes | Food | Screenings | Flu Shots | Health Education

...all in the name of HEALTH!

Thank You To Our Sponsors

GRITMAN MEDICAL CENTER | Palouse Play Laser Tag Bubble Ball | Z FUN 106 | Blue Cross of Idaho

For more information visit us at uidaho.edu/health-rec-fair

Complete the Health and Rec Passport and you can be entered into the raffle drawings
Only students can enter the grand prize drawing.

University of Idaho
College of Education

Department of Curriculum and Instruction
PO Box 443082
Moscow, Idaho 83844-3082
Phone: 208-885-6587
Fax: 208-885-0560
teached@uidaho.edu
www.uidaho.edu/ed

MEMORANDUM

DATE: June 5, 2015

TO: John Wiencek
Provost & Executive Vice-President

FROM: Paul Gathercoal
Professor & Chair

SUBJECT: Correct of Education Specialist (Ed.S.) Degree in C&I Omission from the List of Online Degrees

An Ed.S. degree in Curriculum and Instruction was inadvertently omitted from the list of online degrees submitted to the University Curriculum Committee (UCC), last year. The C&I department began 100% distance delivery of its' Ed.S. degree in Fall 2010. The list of degrees submitted last year included our department's Master of Education (M.Ed.) degree, however, the list failed to include our Ed.S. degree.

The C&I department requests the inclusion of its' Ed.S. degree on the list of degrees delivered 100% online. **I recommend** the UCC consider this action and add the Ed.S. in Curriculum & Instruction to the list of online programs in the AY 16-17 *General Catalog*.

Fall Final Examination Schedule
December 11-15, 2016

Regular classrooms will be used for the exam unless the instructors make special arrangements through the Registrar's Office. In order to avoid conflicts, rooms must be reserved in the Registrar's Office for "common final" exams. Instructors will announce to their classes rooms to be used for all sectioned classes having common final exams. **Instructors may deviate from the approved schedule only upon recommendation of the college dean and prior approval of the Provost.**

First Regular Class Meeting Day of the Week	Class Start Time	Final Exam Day	Final Exam Time	
			From	To
Monday	7:30 AM	Monday	7:30 AM	9:30 AM
Monday	8:30 AM	Tuesday	7:30 AM	9:30 AM
Monday	9:30 AM	Wednesday	7:30 AM	9:30 AM
Monday	10:30 AM	Thursday	10:00 AM	12:00 PM
Monday	11:30 AM	Friday	10:00 AM	12:00 PM
Monday	12:30 PM	Monday	12:30 PM	2:30 PM
Monday	1:30 PM	Tuesday	12:30 PM	2:30 PM
Monday	2:30 PM	Thursday	3:30 PM	5:00 PM
Monday	3:30 PM	Tuesday	3:30 PM	5:00 PM
Monday	4:30 PM	Friday	3:30 PM	5:00 PM
Tuesday	8:00 AM	Friday	7:30 AM	9:30 AM
Tuesday	9:30 AM	Thursday	7:30 AM	9:30 AM
Tuesday	11:00 AM	Monday	10:00 AM	12:00 PM
Tuesday	12:30 PM	Wednesday	10:00 AM	12:00 PM
Tuesday	2:00 PM	Friday	12:30 PM	2:30 PM
Tuesday	3:30 PM	Monday	3:30 PM	5:00 PM
Wednesday	7:30 AM	Wednesday	7:30 AM	9:30 AM
Wednesday	8:30 AM	Thursday	7:30 AM	9:30 AM
Wednesday	9:30 AM	Friday	7:30 AM	9:30 AM
Wednesday	10:30 AM	Tuesday	10:00 AM	12:00 PM
Wednesday	11:30 AM	Wednesday	10:00 AM	12:00 PM
Wednesday	12:30 PM	Thursday	12:30 PM	2:30 PM
Wednesday	1:30 PM	Friday	12:30 PM	2:30 PM
Wednesday	2:30 PM	Monday	12:30 PM	2:30 PM
Wednesday	3:30 PM	Wednesday	3:30 PM	5:00 PM
Wednesday	4:30 PM	Wednesday	3:30 PM	5:00 PM
Thursday	8:00 AM	Monday	7:30 AM	9:30 AM
Thursday	9:30 AM	Tuesday	7:30 AM	9:30 AM
Thursday	11:00 AM	Tuesday	10:00 AM	12:00 PM
Thursday	12:30 PM	Thursday	12:30 PM	2:30 PM
Thursday	2:00 PM	Thursday	12:30 PM	2:30 PM
Thursday	3:30 PM	Friday	3:30 PM	5:00 PM
Friday	7:30 AM	Thursday	7:30 AM	9:30 AM
Friday	8:30 AM	Friday	7:30 AM	9:30 AM
Friday	9:30 AM	Monday	7:30 AM	9:30 AM
Friday	10:30 AM	Friday	10:00 AM	12:00 PM
Friday	11:30 AM	Wednesday	10:00 AM	12:00 PM
Friday	12:30 PM	Tuesday	12:30 PM	2:30 PM
Friday	1:30 PM	Wednesday	12:30 PM	2:30 PM
Friday	2:30 PM	Monday	3:30 PM	5:00 PM
Friday	3:30 PM	Tuesday	3:30 PM	5:00 PM
Friday	4:30 PM	Thursday	3:30 PM	5:00 PM

- **Common final exam** periods are from 7:00 to 9:00 p.m. on Monday, Tuesday, Wednesday, and Thursday.
- Students with more than two finals in one day may have the excess final(s) rescheduled. The **conflict exam** periods are from 5:00 to 7:00 p.m. on Thursday and Friday. A student must make arrangements with the department and the instructor of the course to schedule the final exam in one of the conflict exam periods.
- Evening classes, those starting at 5:00 p.m. or later, will have the final examinations during the final exam week at the regular class time.
- Online classes, which have in person finals, will have the final examination the Saturday following the final examination week in the Fall semester. In the Spring semester these in person finals will be held on the Saturday prior to the final examination week.
- Non-Standard time patterns will use the final exam start time in the day/time pattern of the earlier hour. For example, a Tuesday section with an 8:30 a.m. start time would use the 8:00 a.m. final exam time for Tuesday.
- If a class meeting day and time is not found in the final examination schedule above, the instructor of the class is responsible for contacting the Office of the Registrar to identify the appropriate day and time for the final examination.

UCC-16-007b

Fall Final Examination Schedule
May 8-12, 2017

Regular classrooms will be used for the exam unless the instructors make special arrangements through the Registrar's Office. In order to avoid conflicts, rooms must be reserved in the Registrar's Office for "common final" exams. Instructors will announce to their classes rooms to be used for all sectioned classes having common final exams. **Instructors may deviate from the approved schedule only upon recommendation of the college dean and prior approval of the Provost.**

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Monday	12:30 PM	Tuesday	12:30 PM	2:30 PM
Monday	1:30 PM	Wednesday	12:30 PM	2:30 PM
Monday	2:30 PM	Friday	3:30 PM	5:00 PM
Monday	3:30 PM	Wednesday	3:30 PM	5:00 PM
Monday	4:30 PM	Monday	3:30 PM	5:00 PM
Tuesday	8:00 AM	Monday	7:30 AM	9:30 AM
Tuesday	9:30 AM	Friday	7:30 AM	9:30 AM
Tuesday	11:00 AM	Tuesday	10:00 AM	12:00 PM
Tuesday	12:30 PM	Thursday	10:00 AM	12:00 PM
Tuesday	2:00 PM	Monday	12:30 PM	2:30 PM
Tuesday	3:30 PM	Tuesday	3:30 PM	5:00 PM
Wednesday	7:30 AM	Thursday	7:30 AM	9:30 AM
Wednesday	8:30 AM	Friday	7:30 AM	9:30 AM
Wednesday	9:30 AM	Monday	7:30 AM	9:30 AM
Wednesday	10:30 AM	Wednesday	10:00 AM	12:00 PM
Wednesday	11:30 AM	Thursday	10:00 AM	12:00 PM
Wednesday	12:30 PM	Friday	12:30 PM	2:30 PM
Wednesday	1:30 PM	Monday	12:30 PM	2:30 PM
Wednesday	2:30 PM	Tuesday	12:30 PM	2:30 PM
Wednesday	3:30 PM	Thursday	3:30 PM	5:00 PM
Wednesday	4:30 PM	Thursday	3:30 PM	5:00 PM
Thursday	8:00 AM	Tuesday	7:30 AM	9:30 AM
Thursday	9:30 AM	Wednesday	7:30 AM	9:30 AM
Thursday	11:00 AM	Wednesday	10:00 AM	12:00 PM
Thursday	12:30 PM	Friday	12:30 PM	2:30 PM
Thursday	2:00 PM	Friday	12:30 PM	2:30 PM
Thursday	3:30 PM	Monday	3:30 PM	5:00 PM
Friday	7:30 AM	Friday	7:30 AM	9:30 AM
Friday	8:30 AM	Monday	7:30 AM	9:30 AM
Friday	9:30 AM	Tuesday	7:30 AM	9:30 AM
Friday	10:30 AM	Monday	10:00 AM	12:00 PM
Friday	11:30 AM	Thursday	10:00 AM	12:00 PM
Friday	12:30 PM	Wednesday	12:30 PM	2:30 PM
Friday	1:30 PM	Thursday	12:30 PM	2:30 PM
Friday	2:30 PM	Tuesday	3:30 PM	5:00 PM
Friday	3:30 PM	Wednesday	3:30 PM	5:00 PM
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- If a class meeting day and time is not found in the final examination schedule above, the instructor of the class is responsible for contacting the Office of the Registrar to identify the appropriate day and time for the final examination.

Recommendation for University of Idaho Work-Related Training For Employees, Supervisors and Managers October 1, 2015

Background

University compliance and skill development programs are a reflection of an organizational culture that is defined by norms or beliefs shared by the university community. This culture is shaped by the organization's leadership and is often expressed in terms of shared values and guiding principles. In turn, these values and principles are reinforced by systems and procedures, including work-related education and professional development, implemented throughout the organization. Together, these values, guiding principles, systems and procedures form a University's professional development program.

Work-Related Training Needs and Recommendations

The Need: University-Wide Work-Related Education

The University of Idaho's employee work-related education and professional development needs are essential for university compliance, employee competence, employee retention, and transfer of institutional knowledge. The SBOE, through Kent Nelson, our University of Idaho Compliance Officer, has stipulated that the University must provide evidence of compliance training for our activities, employees, and outcomes. In January 2015, FSH 3185 – Employee Work-Related Education was adopted. This policy, a companion to FSH-3180 (Employee Professional Development and Learning), addresses work-related education across the University as a component of the University's compliance program.

Recommendation 1: Designate Required University-Wide Work-Related Education Requirement for all University of Idaho Employees to include:

***Our Inclusive Workplace (Discrimination and Sexual Harassment Prevention, Title IX) (30 minutes)**
***Stewardship of Resources (20 minutes)**
Mission and Goals (10 minutes)

Scheduled for development and deployment in 2016
Cultural Competency (30 minutes)
Information Security (20 minutes)

***Unless completed within last three years**

Initial completion to occur between January 1, 2016 and December 15, 2016

During fall 2014, the University deployed its first university-wide work-related education online training module, Our Inclusive Workplace. The Our Inclusive Workplace training module explained employee responsibilities to help recognize, prevent and respond to situations like sexual or other types of harassment or discrimination of any kind.

In collaboration with the Office of General Counsel, Internal Audit and Human Rights, Access and Inclusion, PDL recommends that two additional online training modules be required for all university employees in 2015/2016: Stewardship of Resources (topics covered include: conflict of interest, ethics and resource stewardship) and University Mission and Goals. We recommend adding Information Security and Cultural Competency (topics covered include: diversity and cultural competency skills) next year to this required list.

The Need: Job-Specific Work-Related Education for Supervisors and Managers

Supervisors and managers are the connection between University of Idaho policy and action and administration and employees. For this reason, a supervisor or manager's proficiency in technical (legal, regulatory and policy), management and leadership skills is important for their personal success, organizational performance, staff morale, productivity and retention and to protect the University. Aligning with President Staben's desire for the University of Idaho to "get better," this program will help our supervisors to move from good to better to best and ultimately help us achieve excellence and accountability.

Recommendation 2: Implement Required Job-Specific Work-Related Education for Supervisors and Managers to include:

Performance Management (30 minutes)
Performance Evaluations (30 minutes)
Navigating the Employment Legal Landscape (2 modules totaling 60 minutes)
Strategies for Selection and Hiring (2 modules totaling 60 minutes)

Scheduled for development and deployment in 2016
UI Safety, Security and Risk (30 minutes)

Initial completion to occur between January 1, 2016 and April 30, 2016

Building these modules into the Supervisor Excellence Program will allow managers to (optionally) fulfill the program and gain full certification by taking 6 hours of electives.

Additionally, these modules would be accessible to all employees and optional for anyone not required to take them.

The University of Idaho Supervisory Excellence Program builds on a common core of managerial/supervisory competencies and enhances supervisory excellence at the University of Idaho. Benefits include:

- Improving employee morale, engagement and ultimately retention.
- Improving the quality of supervision by teaching the skills to hire and develop an effective team, manage optimal performance and maintain a positive work culture.
- Increasing supervisor and manager knowledge in critical areas of their legal and ethical responsibilities while decreasing institutional risk

Recommendation 3: For the purpose of this proposal only, define supervisors and managers as anyone supervising (having authority to undertake or recommend a tangible employment action and/or direct an employee's work activities) an employee, but include department and program heads (e.g. Principal Investigators) even if they do not supervise people directly. An employee is defined as anyone receiving compensation for work performed including temporary employees and work study students.

Recommendation 4: Stress the learning opportunities and advantages of taking these online learning modules. Stress how these modules can contribute to professional growth and the development of new knowledge and skills. Stress how they may factor in to promotional opportunities within the University.

Hold both employees and their supervisors accountable for not fulfilling these job requirements. Accountability may include negative performance evaluations and potential corrective action up to dismissal.

<u>Responsibilities</u>

Per FSH 3185, it is the responsibility of the employee to complete required work-related education. It is the responsibility of the supervisor or manager to provide support and reasonable accommodation so that an employee can participate in work-related education.

All employees who are supervisors or managers must attend the required supervisor training classes within the time frames established. Supervisors are responsible for ensuring that those employees they lead or supervise are notified of required trainings, both basic trainings for all employees and those additional specific trainings required for their particular job duties, and that compliance with required trainings is addressed in the employee's performance evaluation.

Additional trainings may be relevant to an employee's job as required by the employee's supervisor or through an assessment of task specific job duties or conditions of the workplace. Where such trainings are required or necessary to perform job duties, those trainings are encompassed in this policy. Non-required trainings, and trainings which are not required to perform job duties, may be considered opportunities for employee growth and development.

Recommendation 5: All employees are responsible to initially complete required all-employee online sessions between January 1, 2016 and December 15, 2016 and supervisors must complete the supervisor core skill modules between January 1, 2016 and April 30, 2016 allowing for inclusion in the 2016 performance evaluations. This may affect the 2017 pay increase determinations based on the 2016 performance management cycle. Future required training modules will need to be completed by December 31 of the calendar year, to better coincide with the annual performance cycle.

New employees and new supervisors are required to complete the core supervisory training modules within three months of their employment start date or their start date with those new responsibilities (if they have not previously completed them).

Recommendation 6: Require supervisors and managers to participate in refresher training (review of required training modules) every three years.

Pattern and Practice Details

Credit for non-University of Idaho Training on University-Wide Work Related Topics

Credit for completion will not be given to employees who completed similar training on university-wide work related topics at another employer.

Employee Time Commitment

University-Wide Work Related Education: The proposed university-wide work related education currently includes 55 minutes required training (30 minutes if they already completed Our Inclusive Workplace). If the additional two modules are developed, they will add about 50 more minutes. Refresher training on all topics will be required every three years. New employees must successfully complete all university-wide work related education within two months of hire.

Job-Specific Work-Related Education for Supervisors and Managers: The proposed required supervisor/manager training entails approximately 3 hours of required training in the first cycle through April 2016. Supervisors have the option of completing an additional 6 hours of electives to obtain a Supervisory Excellence Program Certificate of Completion. Supervisors and managers are expected to participate in 6 hours of "refresher training" of required modules every three years

Extension Request for Training Completion

Extension of the deadline for training completion may be granted by Human Resources in the event of extenuating circumstances, preventing the employee from fulfilling the training requirement. An extenuating circumstance is defined as an event that is unforeseeable, unpreventable or expected to have a significant impact on job performance. All extension requests must be made in writing and specify a deadline by which the training shall be completed.

Logistics and Implementation Details

Addressing the Differing Needs of Faculty or the More Experienced Supervisors

The SEP offers a variety of electives, some of which apply specifically to faculty or are better suited to more experienced supervisors. Over time, electives will expand to develop a higher-level leadership competencies for specific audiences (faculty chairs, research administration, senior leadership, etc.).

Evaluation

Evaluation and assessment help ensure training meets organizational, faculty and staff needs and are accomplishing what they intend to do. Evaluations will be distributed at the end of each module. PDL will administer periodic pre- and post-testing to ensure appropriate learning has taken place.

Executive Support

The success of a cadre of required learning modules hinges on the support from the Executive team and Cabinet and adequate funding to see it through.

Statewide Access

The needs of employees located outside Moscow are critically important for all learning initiatives to be successful. While reaching all individuals in person is not always feasible, at least some in-person contact needs to be encouraged. In addition, options for e-learning, streaming video, webinar, and other methods of distance education are routinely considered.

The University maintains a small training facility in Administration 217, which comfortably seats 20-25 learners. This facility is probably not adequate for the learning opportunities proposed. Additional space, and subsequent funding, would be required to support this initiative. At the present time, Admin 217 contains all AV equipment (projector; computers; interactive whiteboard, flip charts, markers, etc.)

Subject Matter Expert/Instruction

Subject Matter Expert/Instruction, in most cases, is and would continue to be provided by the University's subject matter experts, including Human Resources, General Counsel, the Budget Office, Academic Affairs and other offices and departments on campus. Outside entities could be contracted with to help deliver specialized electives.

Support

PDL already has the technical expertise and capacity to develop, deploy and support university-wide training initiatives. PDL has previously been charged with developing, providing, administering and evaluating university-wide employee professional development initiatives.

Tracking and Reporting University-Wide Work Related and Job Specific Work-Related Training

Essential to managing required training requirements is the tracking and reporting results for the university as a whole, and individual colleges and administrative areas. Formal reporting will be provided by PDL on a quarterly basis. Informal reporting will be available through the University employee learning management system for all supervisors, managers and hiring authorities at any time.

Training Module Completion Records

PDL will record and maintain all module completion records in the university employee learning management system.

October 1, 2015

University of Idaho
Proposed University-Wide Work Related & Supervisor-Specific Training Modules 2015-2016

All University of Idaho Employees

Course Title	Delivery Format	Training Module Duration	Module Status
University of Idaho Mission and Goals	Web	10 minutes	Completed in 2014
*Our Inclusive Workplace (Discrimination & Sexual Harassment Prevention, Title IX)	Web	25 minutes	Module deployed Fall 2014.
*Stewardship of Resources	Web	20 minutes	Module complete. Fall 2015 deployment.
Cultural Competency	Web	Likely 30 minutes	To be developed and deployed in 2016
Information Security	Web	Likely 20 minutes	To be developed and deployed in 2016

University of Idaho Supervisors (Core Skill Modules)

Course Title	Delivery Format	Training Module Duration	Module Status
Performance Management	Web	30 minutes	Module under development. Fall 2015 deployment.
Performance Evaluation	Web	30 minutes	Module under development. Fall 2015 deployment.
Navigating the Employment Legal Landscape (FLSA, ADA, FMLA, Other policies, Documentation)	Web	60 minutes (broken in to two 30 minute modules)	Module under development. Fall 2015 deployment.
Strategies for Selection and Hiring Success	Web	60 minutes (broken in to two 30 minute modules)	Module under development. Fall 2015 deployment.
UI Safety, Security and Risk	Web	Likely 30 minutes	To be developed and deployed in 2016

<u>*Unless online version was completed after January 1, 2013.</u>

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #5

3:30 p.m. - Tuesday, September 29, 2015
Brink Hall Faculty-Staff Lounge & Scopia

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #4, September 22, 2015 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- Retention Guide (Dodge/Martinez)
- Distance Education (Ratcliff)

VI. Committee Reports.

Committee on Committees:
FS-16-006: FSH 1640.83 - Student Appeal Committee (Brandt)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #4
Retention Guide
Distance Education Handout
FS-16-006

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #4, Tuesday, September 22, 2015

Present: Adams, Anderson, Barbour, Bird (for Murphy w/o vote), Brandt, Brewick, Brown, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Flores, Folwell, Foster, Godfrey (Coeur d'Alene), Hrdlicka, Jeffery, Latrell, Mahoney, Nicotra, Royer, St. Claire, Stoll, Teal, Wiencek (w/o vote), Wolf. **Absent:** Boschetti, Hiromoto (Idaho Falls), Perret. **Guests:** 9.

Chair Teal called the meeting to order at 3:30. Two Senators asked for additions to the minutes of September 8, 2015, as follows:

> **Enrollment:** "A Senator suggested that we need a clearer strategic vision for the University in order to make decisions about tradeoffs necessary when growing enrollment. For example, the market value of degrees might be less important than support for the liberal arts. And our status as the residential campus of choice in Idaho might trump expansion of online program delivery."
>
> **Vandal Strategic Loan Fund:** "Another Senator asked whether the payback period could be extended to 5 years? Charles Buck responded indicating that it was a possibility as exceptions had been made in the past and he would look into the possibility of having this part of the fund policy revised."

Both were accepted as friendly amendments by the faculty secretary. A motion (Stoll/Folwell) to accept the minutes as amended passed with no objections and 3 abstentions.

Chair's Report: Chair Teal reported on the President's Retreat last Thursday. He thought it provided a good start to developing the new strategic plan. Professor Teal noted that Charles Buck, who discussed the Vandal Strategic Loan Fund with the Senate last week, was looking for a volunteer to be on the fund board. This would probably involve 5 (or less) hours a year. The fund board considers applications and reviews potential policy or operational changes. Senator Adams indicated that he would be interested. Chair Teal also announced that a website for distinguished scholarships has been created, contact person for this is Holly Lahann at hlahann@uidaho.edu.

Provost Report: After noting the Vandals exciting win in last Saturday's football game Provost Wiencek reported on the progress of the CALS dean search. The campus visits have concluded and he is in conversations with one of the candidates. He hopes to be able to make an announcement in the next two weeks. While all the faculty that were invited to be on the Spread Pay task force accepted, one administrator declined to serve so that group has been temporarily delayed.

Provost Wiencek then turned to a discussion of the retreat. The retreat tried out a new technology which allowed participants to communicate and register their preferences via laptops and smart phones. The purpose of the retreat was to begin discussion on the development of a new strategic plan. The old plan has expired and the SBOE expects a significant refresh every 5 years. The day progressed smoothly and a lot was accomplished. They have put together some slides that summarize the discussion. He will send those slides to the faculty secretary's office to post [posted to Faculty Senate home page under informational items].

The Provost noted that the President wants a plan that will be in place until 2025. This will be an evolving or living plan. At the retreat he proposed developing a framework for the plan but wanted to avoid getting into tactics. There will be a process for people to propose tactics through a shared governance model. We have had strategic plans that did not result in tangible results. Provost Wiencek noted that one of the questions floating around the room during the retreat was how will this plan be different. He emphasized that he hoped to make this a living document that would be integrated into our budget and evaluation processes and ultimately be built into everything we do. He hopes that the strategic planning process will be an opportunity for everyone to be engaged and concerned with what we are doing and how we move forward as a team.

The first session of the retreat focused on the vision of the University. This is an attempt to get us back to our land grant mission. Themes that resonated at the retreat were becoming a purpose driven institution that provides an opportunity for all prepared students to be part of a University that engages in scholarship that makes a difference in Idaho and the world. Past strategic plans tended to emphasize four themes (teaching, scholarship, outreach, and culture & climate). There was discussion as to whether we should keep those themes or significantly revise them.

The next session at the retreat focused on aligning the strategic plan with the budgetary process. The new budget model should be done in a collaborative fashion and be one that provides incentives for desired behavior but doesn't result in "us v. them". It should also avoid unintended consequences.

The final session discussed what kind of advice to give to the committee creating the strategic plan. What types of things are we looking for in the process? Was the process transparent and were there plenty of opportunities to provide input?

The last question of the day dealt with whether there were "elephants in the room"? The main concern expressed related to obtaining faculty/staff support. This plan needs to be something we can all embrace. This is an opportunity to change the conversation and the way we do things. There was concern expressed about the timeline which seems pretty tight but the timeline is set by the Board. They are expecting delivery by April.

The Provost will be chairing the strategic planning committee. The committee will have a member from the Faculty Senate and invitations will be sent out seeking nominations for other members. There will also be 2 members from external constituencies. He intends to have an electronic platform which is accessible to all and allows people to post ideas and lets others to see these ideas. People can look at some of the ideas expressed at the retreat by obtaining the free app Sli.Do. The event code can be accessed by entering VandalPlans.

Teaching and Advising Committee – Student Evaluations FSH 2700. The Chair introduced Professor Jennifer Johnson-Leung who is this year's Chair of the Teaching and Advising Committee. Professor Johnson-Leung provided an overview of where the committee is at regarding student evaluations of teaching after the President's veto of last year's proposal. One of the things that the committee has focused on is that the student evaluations of teaching don't correlate very well with student learning or provide a complete picture of the quality of teaching. Their goal is to improve the forms as a formative assessment tool. What kind of information can we get from students that will help to improve the quality of teaching? Another problem involves the misuse of the summary evaluation scores that appear on the current form.

Professor Johnson-Leung stated that she sent an email to President Staben seeking more information on why he rejected last year's changes. He suggested that the committee work with Provost Wiencek and Director of Institutional Research Dale Pietrzak in thinking about how to best design the forms. She thought that the main objection to last year's changes revolved around removing, or at least altering the language of, the two summary questions at the end. Since there seems to be agreement that the current forms don't measure good teaching there is an important question as to what to do next. She believes that we need to develop assessment tools that provide an opportunity to grow and the University needs to provide some formative resources for those seeking to become excellent instructors. One proposal might be to form a center for teaching and learning. This center needs to come out of the needs of the faculty and support the needs of the faculty.

In three weeks the committee will have a brainstorming session [Tuesday, October 13th, 1:45 p.m. Doceo Center, Bruce Pitman Center] to discuss various ideas on how to improve our assessment of teaching. Responding to a discussion of the summary questions, Provost Wiencek commented that these summative questions were part of our evaluation system and used in a variety of ways. Changing them without careful understanding of why we are changing them could have important ripple effects. Professor Johnson-Leung indicated that the committee would probably be restoring the summary questions.

A Senator noted that we do have people on campus who are experts on pedagogy who should be consulted. The faculty secretary observed that when this issue was discussed last year there was a deliberate choice to remove the summary questions even though it was widely acknowledged that a summary score could be generated from the revised questions. Professor Johnson-Leung noted that she hadn't fully appreciated the many different ways the evaluative scores were used and their importance to the legal defense of the institution. In response the faculty secretary noted that last year's Provost never indicated that there was a problem getting rid of the summary numbers. Senate Chair Teal wondered whether we can decouple the summary questions from other questions on the form that might help obtain feedback from the students on what worked and what didn't work in the class. The faculty secretary also noted that the return rates of the evaluations were significantly lower with the online forms than the old forms that were handed out in class. Return rates of 35% make the summary scores of questionable value and should give us significant doubts about our reliance on them.

Professor Johnson-Leung's concluding comments on this complex topic emphasized that whatever assessment tools we create can be misused. We need to use a more holistic approach towards evaluation of faculty teaching and we should also provide narratives that put any summary numbers in context.

Computing and Informatics Task Force. Chair Teal invited Larry Stauffer, the Dean of Engineering (and former Faculty Senator), to provide an update on the computing and informatics task force. Dean Stauffer explained that this task force was created to address difficult questions regarding how the University is organized in dealing with the "big data" and computing information needs of the 21st Century. The task force has focused on three ideas:

- Explore the need for additional undergraduate degree programs in data science and data analytics.
- Develop a formal interdisciplinary collaboration of faculty and staff to conduct research and education in the area of computing and information.
- Plan for the future by considering the reorganization of existing programs.

Professor Stauffer asked the Senate to consider how disruptive our plans in this area ought to be? Not surprisingly Senator's didn't rush to answer this question, although one Senator turned the question around and inquired if the task force had considered various scenario's representing different degrees of disruption.

Professor Stauffer indicated that one idea that would be fairly disruptive would be to organize a new school of computing and information systems by comparing parts of existing colleges.

There seemed to be widespread agreement in the Senate that looking into these questions is essential, but how bold we should be wasn't clear. One Senator suggested we should start small but quickly, while another suggested we pay careful attention to what niche we could serve in the educational market. Several people pointed out that while we were pretty disaggregated, we had significant sources of expertise across campus. Another Senator noted that we ran significant risks of having people with such expertise move on to other places because of the lack of resources here.

The Chair introduced Phillip Scruggs from Movement Sciences to discuss two items approved by UCC.

FS-16-003 (UCC-16-001a)—Education-Discontinue Sport Science and Coaching Minors. This proposal is to discontinue the minors in Sport Science and Coaching. There was no discussion and the proposal passed unanimously.

FS-16-005 (UCC-16-001c)—Education-Separation of Joint Minors. This proposal separates two joint minors currently held by the College of Education with the College of Natural Resources. This proposal makes Movement Sciences the sole administrator of the minors in Outdoor Recreation Leadership as well as the minor in Sustainable Tourism and Leisure Enterprises. There was no discussion of these items and the proposal passed unanimously.

Adjournment: A motion to adjourn (Latrell/Brewick) passed without objection at 4:51.

Respectfully submitted,

Don Crowley, Faculty Secretary
and Secretary to the Faculty Senate

UNIVERSITY OF IDAHO

RETENTION RESOURCE GUIDE

University of Idaho

UNIVERSITY OF IDAHO

RETENTION RESOURCE GUIDE

Below is a list of the nationally recognized top reasons students are not retained on a college campus followed by University of Idaho specific resources to direct students who express those reasons. At the end of the summary are the location and contact information for most of these resources.

REASON 1:

Inadequate Preparation for College Work

- **Listen for cues** (Can't finish exams, inability to focus, etc.) – Disability Support Services, University Library, and Counseling & Testing Center
- **Academic tutoring needs –** Academic Support & Access Programs (Student Support Services, Disability Support Services, & Tutoring & College Success), Residence Life Student Success Center, and Vandal Academic Support Services (Athletics)
- **English proficiency –** International Programs Office (American Language and Culture Program)
- **Explore other academic and professional options and assess whether community college or online offerings might be a better option –** College Academic Advisors, Career Center, and College Career Staff

REASON 2:

Lack of motivation to succeed academically

- **For physical and mental health reasons** – Counseling and Testing Center, Student Recreation Center, Student Health, and the Campus Dietician
- **To find community while here –** Student Involvement, Office of Multicultural Affairs, LGBTQA Office, Women's Center, Native American Student Center, International Programs Office, College Assistance Migrant Program, Student Recreation Center, Housing and Residence Life, Fraternity & Sorority Life, and Steel House
- **Unsure about major and career goals** – College Academic Advisors, Career Center, Career Finder, and Degree Finder
- **To pursue alternative living arrangements** – Housing and Residence Life, Fraternity & Sorority Life, and Steel House
- **To get involved with co-curricular activities –** Student Involvement, Student Recreation Center, Fraternity & Sorority Life, Residence Hall Association, and Associated Students University of Idaho

78% OF STUDENTS RETURN AFTER FRESHMAN YEAR, 22% DO NOT.

REASON 3:

Indecision about major and/or career goals

- **To explore other academic and career opportunities –** Career Center, Career Finder & Degree Finder, and College Academic Advisors
- **To understand your major and other options –** College and Department Faculty and Academic Advisors
- **To explore new majors –** General Studies Major Advisor, Co-Curricular Activities (Like the CLASS Major Fair), Student Involvement, and Career Center
- **To study abroad as a form of personal exploration –** International Programs Office
- **To volunteer in new fields –** Center for Volunteerism and Social Action
- **To try out majors not offered at UI or explore new places –** National Student Exchange (run by the International Programs Office)

REASON 4:

Physical and/or mental health problems

- Dean of Students Office
- Counseling and Testing Center
- Disability Support Services
- Student Health
- Violence Prevention Programs
- International Programs Office (for international students)

REASON 5:

Inadequate financial resources

- **For increases in budgets, loan opportunities and more –** Financial Aid Office
- **For multicultural students –** Office of Multicultural Affairs Diversity Scholarships
- **For international students –** International Programs Office Scholarships
- **For LGBT students –** LGBTQA Office Scholarships
- **For student veteran –** Veteran's Assistance Center
- **For students in need of food –** Local Food Banks
- **For work study and student off campus job postings –** Financial Aid Office and Human Resources
- **For payment plans with UI –** Student Accounts
- **For declaring residency for tuition purposes –** Registrar
- **To pursue community and state agency resources,** like Section 8 housing, food stamp programs, etc. – Idaho Department of Health and Welfare

REASON 6:

Job demands

- **To create an academic plan –** College Academic Advisors
- **For time management help –** Academic Support & Access Programs, Residence Life Student Success Center (run by Housing), and Office of Multicultural Affairs
- **To develop a four year financial aid plan** – Financial Aid Office
- **Financial literacy program to understand cost of working vs more time at UI –** Financial Aid Office
- **Consider on campus jobs with a greater understanding of student schedules –** Human Resources

REASON 7:

Lack of family support

- **To discuss issues with a counselor –** Counseling & Testing Center, Dean of Students Office, and Financial Aid Office
- **To transition from dependent to independent on FAFSA –** Financial Aid Office
- **To find community while here –** Student Involvement, Office of Multicultural Affairs, LGBTQA Office, Women's Center, Native American Student Center, International Programs Office, Religious Centers and Organizations, College Assistance Migrant Program, Housing and Residence Life, Fraternity & Sorority Life, and Steel House

REASON 8:

Family demands

- **If money related –** Financial Aid Office
- **If child care related –** Children's Center
- **If mental health related –** Counseling and Testing Center
- **If physical health related –** Student Health
- **If related to violence –** Violence Prevention Program and Alternatives to Violence of the Palouse
- **For non-traditional students –** Student Involvement, and Non-Traditional Student Association (contact through Student Involvement)
- **To pursue community and state agency resources**, like Section 8 housing, food stamp programs etc. – Idaho Department of Health and Welfare

58% OF STUDENTS GRADUATE IN SIX YEARS AND 23% TRANSFER BEFORE FINISHING.

REASON 9:

Distance from permanent home

- **For international students –** International Programs Office
- **For resources to get to southern and southeastern Idaho and Portland on holidays –** Dean of Students Office
- **To stay connected –** Information Technology Services to explore distance technology
- **To talk about homesickness and culture shock –** Counseling & Testing Center
- **To explore UI degrees closer to home –** Boise, CDA and Idaho Falls Centers, Distance & Extended Education, and Registrar
- **To discuss goals, cost vs benefit analysis of staying at UI –** Financial Aid Office, College Academic Advisors and Career Center
- **To get your parents to Moscow –** Annual Mom and Dads' Weekends (run by the Alumni Office)
- **To connect with other people in your new, temporary home –** Housing and Residence Life, Fraternity & Sorority Life, and Steel House
- **To find community while here –** Student Involvement, Office of Multicultural Affairs, LGBTQA Office, Women's Center, Native American Student Center, International Programs Office, Religious Centers and Organizations, College Assistance Migrant Program, Housing and Residence Life, Fraternity & Sorority Life, and Steel House

REASON 10:

Poor social integration

(peer group interaction, co-curricular activities)

- **For non-traditional students –** Student Involvement, Associated Students University of Idaho, and Non-Traditional Student Association (contact through Student Involvement)
- **For help with cultural adjustment –** International Programs Office, and Office of Multicultural Affairs
- **To find community while here –** Student Involvement, Office of Multicultural Affairs, LGBTQA Office, Women's Center, Native American Student Center, International Programs Office, Local Religious Centers and Organizations, and College Assistance Migrant Program
- **To get involved with student organizations –** Student Involvement, Associated Students University of Idaho, Residence Hall Association, Fraternity & Sorority Life, and vandalsync.orgsync.com
- **To connect with students in living situations –** Housing, Steel House, Housing Theme Floors (Mosaic, LLCs), and Fraternity & Sorority Life
- **To meet people in community spaces –** Campus Events, Student Diversity Center (run by Office of Multicultural Affairs), Commons, Women's Center, Student Org Space (run by Student Involvement), Veteran's Center, Native American Student Center, Student Recreation Center, University Library, Moscow Chamber of Commerce, Moscow Parks and Recreation, and Off Campus Spaces around Moscow and Pullman

CONTACT INFORMATION

Academic Advising, TLC 231, 5-6300, *advising@uidaho.edu*

Academic Support & Access Programs, Commons 306, 5-6307, *asap@uidaho.edu*

Alternatives to Violence of the Palouse (ATVP), (877) 334-2887, *home@atvp.org*

Alumni Office, 1212 Blake Ave., 5-6154, *alumni@uidaho.edu*

Associated Students University of Idaho (ASUI), Commons 302, 5-6331, *asui@uidaho.edu*

Campus Dietician, Student Recreation Center, 5-6717, *mrudley@uidaho.edu*

College Assistant Migrant Program (CAMP), 865 W. 7th Street, 5-5173, *camp@uidaho.edu*

Career Center, Commons 334, 5-6121, *careercenter@uidaho.edu*

Center for Volunteerism & Social Action, Commons 301, 5-9442, *volunteer@uidaho.edu*

Children's Center, 421 Sweet Avenue, 5-6414, *uikids@uidaho.edu*

Counseling & Testing Center (CTC), Mary Forney Hall 308, 5-6716, *ctc@uidaho.edu*

Dean of Students Office, TLC 232, 5-6757, *askjoe@uidaho.edu*

Disability Support Services, Commons 306, 5-6307, *dss@uidaho.edu*

Distance & Extended Education, Targhee Hall Basement, 5-4024, *dee@uidaho.edu*

Financial Aid Office, Pitman Center 101, 5-6312, *finaid@uidaho.edu*

Fraternity & Sorority Life, TLC 232, 5-6757, *greek@uidaho.edu*

Housing, 1080 W. 6th Street, 5-9361, *housing@uidaho.edu*

Human Resources, 415 West 6th Street, 5-3609, *hr@uidaho.edu*

Idaho Department of Health and Welfare, 1350 Troy Highway, Moscow, ID, (877) 456-1233

International Programs Office, LLC Bldg #3, 5-8984, *ipo@uidaho.edu*

LGBTQA Office, TLC 227, 5-6583, *lgbtoffice@uidaho.edu*

Moscow Chamber of Commerce, 411 S. Main Street, Moscow, ID, (208) 882-1800

Moscow Parks and Recreation, 1724 East F Street, Moscow, ID, (208) 883-7084

Native American Student Center, 865 W 7th Street, 5-4237, *ssamuels@uidaho.edu*

Office of Multicultural Affairs, TLC 230, 5-7716, *oma@uidaho.edu*

Registrar's Office, Pitman Center, 1st Floor, 5-6731, *registrar@uidaho.edu*

Residence Hall Association, Wallace Residence Center Basement, *rha@uidaho.edu*

Steel House, 908 S. Blake, Moscow, ID, (208) 310-1344, *delh@uidaho.edu*

Student Accounts, Pitman Center, 1st Floor, 5-7447, *acctrec@uidaho.edu*

Student Health, 623 S. Main, 5-6693, *health@uidaho.edu*

Student Involvement, Commons 302, 5-6331, *getinvolved@uidaho.edu*

SIX YEAR GRADUATION RATES ARE LOWER IN MULTICULTURAL POPULATIONS:

39% FOR AMERICAN INDIAN STUDENTS, 25% FOR AFRICAN AMERICAN STUDENTS, 46% FOR LATINO STUDENTS, 53% FOR ASIAN AMERICAN STUDENTS, AND 54% FOR INTERNATIONAL STUDENTS

Student Recreation Center, 5-7529, *camprec@uidaho.edu*

Vandal Academic Support Services (Athletics), Kibbie Dome 217, 5-0297, *susans@uidaho.edu*

Veterans Center, Commons 305, 5-7989, *veterans@uidaho.edu*

Violence Prevention Programs, TLC 232, 5-0688, *vsolan@uidaho.edu*

Women's Center, Memorial Gym, 5-2777, *wcenter@uidaho.edu*

University Library, 5-6534, *libref@uidaho.edu*

COLLEGES

College of Agricultural and Life Sciences, Agricultural Sciences Bldg., 5-7984, *aginst@uidaho.edu*

College of Art & Architecture, Art and Architecture Bldg., 5-4409, *caa@uidaho.edu*

College of Business & Economics, Albertsons Bldg., 5-6478, *cbe@uidaho.edu*

College of Education, Commons 215, 5-6772, *coe@uidaho.edu*

College of Engineering, Janssen Engineering Bldg. 125, 5-6470, *deanengr@uidaho.edu*

College of Graduate Studies, Morrill Hall, Room 104, 5-2647, *uigrad@uidaho.edu*

College of Law, Menard Bldg. 101, 5-2255, *uilaw@uidaho.edu*

College of Letters, Arts and Social Sciences, Admin Bldg. 112, 5-6426, *class@uidaho.edu*

College of Natural Resources, Natural Resources Bldg., 5-5018, *cnradvising@uidaho.edu*

College of Science, Mines 321, 5-6195, *science@uidaho.edu*

CENTERS

Boise Center, 322 E. Front Street, Boise, ID, (208) 334-2999, *boise@uidaho.edu*

Coeur d'Alene (CDA) Center, 1031 N. Academic Way, Suite 242, CDA, ID, (888) 208-2268, *cdactr@uidaho.edu*

Idaho Falls Center, 1776 Science Center Drive, Suite 306, Idaho Falls, ID, (208) 282-7900, *ui-if@if.uidaho.edu*

FOOD BANKS

Moscow Food Bank, 110 N. Polk, Moscow, ID, (208)882-4813

Trinity Moscow Food Pantry, 711 Fairview, Moscow, ID, (208) 882-2015

Vandal Food Pantry, Commons 301, 5-9442, *volunteer@uidaho.edu*

The Retention Resource Guide is a product of the Student Recruitment and Retention Committee of the President's Diversity Council and the Division of Diversity & Human Rights. This piece is the first guide created for use in 2015-16. Corrections, edits, and additions for future versions of the guide should be sent to Jeffrey A. Dodge at jdodge@uidaho.edu. Special thanks to Dr. Carmen Suarez, former Chief Diversity Officer, for her support of this project.

University of Idaho

Terry Ratcliff, Ed.D.
Executive Director, Distance and Extended Education
Faculty Senate Presentation
September 29, 2015

Distance Education defined:

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The Internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

For the purposes of our discussion today, "distance education" includes online courses, video courses, hybrid courses, and maybe some other delivery models that we can identify in our conversation.

Organizational Structure

The University of Idaho has a decentralized model for distance education development and delivery, with individual Colleges and departments developing and providing a variety of distance education options.

The University of Idaho has a decentralized model of distance education management, with a variety of units providing support for distance education efforts (e.g. ITS, DEE, Regional Centers, Registrar, Admissions, Financial Aid, etc.).

Regulation

Distance education is regulated by many agencies: e.g. regional accrediting bodies, the Idaho State Board of Education, state agencies outside Idaho, US Department of Education, and professional accrediting and licensing boards.

"Best Practices"

Regulatory bodies expect institutions to show evidence of the use of "best practices" in the development, implementation, and management of distance education activities. The following attachments are examples of regulatory expectations (C-RAC) and best practices (Quality Matters)

Interregional Guidelines for the Evaluation of Distance Education

Council of Regional Accrediting Commissions (C-RAC) (2011)

Northwest Commission on Colleges and Universities is a member of C-RAC.
The University of Idaho is a member of the Northwest Commission on Colleges and Universities

Adopted by the National Council-State Authorization Reciprocity Agreements (NC-SARA).
The State of Idaho is a member state of NC-SARA, and the University of Idaho is a member institution.
The first annual report to NC-SARA, which will include a narrative on how UI meets these guidelines, will be due in Spring, 2016.

1. Online learning is appropriate to the institution's mission and purposes.

Analysis/Evidence: These bulleted points illustrate actions, processes and facts that institutions may use to demonstrate that they meet SARA requirements. They are not specific requirements.

- The mission statement explains the role of online learning within the range of the institution's programs and services;
- Institutional and program statements of vision and values inform how the online learning environment is created and supported;
- As appropriate, the institution incorporates into its online learning programs methods of meeting the stated institutional goals for the student experience at the institution;
- The recruitment and admissions programs supporting the online learning courses and programs appropriately target the student populations to be served;
- The students enrolled in the institution's online learning courses and programs fit the admissions requirements for the students the institution intends to serve;
- Senior administrators and staff can articulate how online learning is consonant with the institution's mission and goals.

2. The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.

Analysis/Evidence: These bulleted points illustrate actions, processes and facts that institutions may use to demonstrate that they meet SARA requirements. They are not specific requirements.

- Development and ownership of plans for online learning extend beyond the administrators directly responsible for it and the programs directly using it;
- Planning documents are explicit about any goals to increase numbers of programs provided through online learning courses and programs and/or numbers of students to be enrolled in them;
- Plans for online learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings;
- Plans for expanding online learning demonstrate the institution's capacity to assure an appropriate level of quality;
- The institution and its online learning programs have a track record of conducting needs analysis and of supporting programs.

3. Online learning is incorporated into the institution's systems of governance and academic oversight.

Analysis/Evidence: These bulleted points illustrate actions, processes and facts that institutions may use to demonstrate that they meet SARA requirements. They are not specific requirements.

- The institution's faculty have a designated role in the design and implementation of its online learning offerings;
- The institution ensures the rigor of the offerings and the quality of the instruction;
- Approval of online courses and programs follows standard processes used in the college or university;
- Online learning courses and programs are evaluated on a periodic basis;
- Contractual relationships and arrangements with consortial partners, if any, are clear and guarantee that the institution can exercise appropriate responsibility for the academic quality of all online learning offerings provided under its name.

4. Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

Analysis/Evidence: These bulleted points illustrate actions, processes and facts that institutions may use to demonstrate that they meet SARA requirements. They are not specific requirements.

- The curricular goals and course objectives show that the institution or program has knowledge of the best uses of online learning in different disciplines and settings;

• Curricula delivered through online learning are benchmarked against on-ground courses and programs, if provided by the institution, or those provided by traditional institutions;

• The curriculum is coherent in its content and sequencing of courses and is effectively defined in easily available documents including course syllabi and program descriptions;

• Scheduling of online learning courses and programs provides students with a dependable pathway to ensure timely completion of degrees;

• The institution or program has established and enforces a policy on online learning course enrollments to ensure faculty capacity to work appropriately with students;

• Expectations for any required face-to-face, on-ground work (e.g., internships, specialized laboratory work) are stated clearly;

• Course design and delivery supports student-student and faculty-student interaction;

• Curriculum design and the course management system enable active faculty contribution to the learning environment;

• Course and program structures provide schedule and support known to be effective in helping online learning students persist and succeed.

5. The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.

Analysis/Evidence: These bulleted points illustrate actions, processes and facts that institutions may use to demonstrate that they meet SARA requirements. They are not specific requirements.

• Assessment of student learning follows processes used in onsite courses or programs and/or reflects good practice in assessment methods;

• Student course evaluations are routinely taken and an analysis of them contributes to strategies for course improvements;

• Evaluation strategies ensure effective communication between faculty members who design curriculum, faculty members who interact with students, and faculty members who evaluate student learning;

• The institution regularly evaluates the effectiveness of the academic and support services provided to students in online courses and uses the results for improvement;

• The institution demonstrates the appropriate use of technology to support its assessment strategies;

• The institution documents its successes in implementing changes informed by its programs of assessment and evaluation;

• The institution provides examples of student work and student interactions among themselves and with faculty;

• The institution sets appropriate goals for the retention/persistence of students using online learning, assesses its achievement of these goals, and uses the results for improvement.

6. Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.

Analysis/Evidence: These bulleted points illustrate actions, processes and facts that institutions may use to demonstrate that they meet SARA requirements. They are not specific requirements.

• Online learning faculties are carefully selected, appropriately trained, frequently evaluated, and are marked by an acceptable level of turnover;

• The institution's training program for online learning faculty is periodic, incorporates tested good practices in online learning pedagogy, and ensures competency with the range of software products used by the institution;

• Faculty are proficient and effectively supported in using the course management system;

• The office or persons responsible for online learning training programs are clearly identified and have the competencies to accomplish the tasks, including knowledge of the specialized resources and technical support available to support course development and delivery;

• Faculty members engaged in online learning share in the mission and goals of the institution and its programs and are provided the opportunities to contribute to the broader activities of the institution;

• Students express satisfaction with the quality of the instruction provided by online learning faculty members.

7. The institution provides effective student and academic services to support students enrolled in online learning offerings.

Analysis/Evidence: These bulleted points illustrate actions, processes and facts that institutions may use to demonstrate that they meet SARA requirements. They are not specific requirements.

• The institution's admissions program for online learning provides good web-based information to students about the nature of the online learning environment, and assists them in determining if they possess the skills important to success in online learning;

• The institution provides an online learning orientation program;

• The institution provides support services to students in formats appropriate to the delivery of the online learning program;

• Students in online learning programs have adequate access to student services, including financial aid, course registration, and career and placement counseling;

• Students in online learning programs have ready access to 24/7 tech support;

• Students using online learning have adequate access to learning resources, including library, information resources, laboratories, and equipment and tracking systems;

• Students using online learning demonstrate proficiency in the use of electronic forms of learning resources;

• Student complaint processes are clearly defined and can be used electronically;

• Publications and advertising for online learning programs are accurate and contain necessary information such as program goals, requirements, academic calendar, and faculty;

• Students are provided with reasonable and cost-effective ways to participate in the institution's system of student authentication.

8. The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.

Analysis/Evidence: These bulleted points illustrate actions, processes and facts that institutions may use to demonstrate that they meet SARA requirements. They are not specific requirements.

• The institution prepares a multi-year budget for online learning that includes resources for assessment of program demand, marketing, appropriate levels of faculty and staff, faculty and staff development, library and information resources, and technology infrastructure;

• The institution provides evidence of a multi-year technology plan that addresses its goals for online learning and includes provision for a robust and scalable technical infrastructure.

9. The institution assures the integrity of its online offerings.

Analysis/Evidence: These bulleted points illustrate actions, processes and facts that institutions may use to demonstrate that they meet SARA requirements. They are not specific requirements.

• The institution has in place effective procedures through which to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The institution makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures. (Note: This is a federal requirement. All institutions that offer distance education programs must demonstrate compliance with this requirement.);

• The institution's policies on academic integrity include explicit references to online learning;

• Issues of academic integrity are discussed during the orientation for online students;

• Training for faculty members engaged in online learning includes consideration of issues of academic integrity, including ways to reduce cheating

QUALITY MATTERS

QM

Standards from the QM Higher Education Rubric, Fifth Edition

For more information visit www.qualitymatters.org or email info@qualitymatters.org

Standards		Points
Course Overview Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7 Minimum technical skills expected of the learner are clearly stated.	1
	1.8 The self-introduction by the instructor is appropriate and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3 All instructional materials used in the course are appropriately cited.	2
	4.4 The instructional materials are current.	2
	4.5 A variety of instructional materials is used in the course.	2
	4.6 The distinction between required and optional materials is clearly explained.	1
Course Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives and competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 Technologies required in the course are readily obtainable.	2
	6.4 The course technologies are current.	1
	6.5 Links are provided to privacy policies for all external tools required in the course.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
Accessibility and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 Information is provided about the accessibility of all technologies required in the course.	3
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4 The course design facilitates readability.	2
	8.5 Course multimedia facilitate ease of use.	2

FS-16-006

Student Appeals Committee (new)

As some of you may know students may appeal from the Student Disciplinary Review Board to a three person faculty committee comprised of faculty senate members. Generally Faculty Senate members are appointed to these committees based on availability. After reviewing a number of these appeals from last year, Senate Leadership has suggested that we consider the formation of a review panel similar to the Faculty Appeals Panel that could receive some Title IX training and have, the opportunity to become familiar with the appeals process and possibly be composed of a broader group of faculty then those on the Senate. Committee on Committee has discussed and approved the function/structure of this new committee which comes to senate as a seconded motion.

Student Appeals Committee – FSH 1640.83

A. Function. To conduct a review at the request of a student who wishes to appeal a decision of the Student Disciplinary Review Board. Faculty Senate Leadership will make a determination as to whether the student's appeal meets the qualifications as stated in FSH 2400 C-6 and if so, will form a review panel (see B-1 below) from the committee.

B. Structure and Membership. The committee shall be composed of nine members to include six faculty (at least two will be from the current year's Faculty Senate) and three students (at least one undergraduate and one graduate student) who will be eligible to serve on a review panel (see B-1 below). The term of membership is three years, with initial terms staggered to form a rotation pattern. Each committee member will be required to participate in Title IX training.

> **B-1. Review Panel:** For each appeal, Faculty Senate Leadership will select a three person review panel from the above committee. If possible, each panel will consist of two faculty (one of whom serves as chair) and one student.

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #4

3:30 p.m. - Tuesday, September 22, 2015
Brink Hall Faculty-Staff Lounge & Scopia

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #3, September 8, 2015 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- Computing and Informatics (Stauffer) 4:15 p.m.

VI. Committee Reports.

Teaching & Advising: FSH 2700 - Report on Student Evaluations (Johnson-Leung)(FYI)
University Curriculum Committee:
- FS-16-003 (UCC-16-001a): Education - Discontinue Sport Science & Coaching minors (Scruggs)(vote)
- FS-16-005 (UCC-16-001c): Education - Joint minors Movement Science/Natural Resources (Scruggs)(vote)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments:
Minutes of 2015-2016 FS Meeting #3
Computing & Informatics Task Force Documents
FSH 2700 – Student Evaluation Form (current policy)
FSH 2700 – Student Feedback Form (proposed 2014)
FS-16-003 & 005

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #3, Tuesday, September 8, 2015

Present: Anderson, Boschetti, Brandt, Brewick, Brown, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Flores, Folwell, Foster, Godfrey (Coeur d'Alene), Hrdlicka, Jeffery, Latrell, Murphy, Nicotra, Perret, Royer, St. Claire, Stoll, Teal, Wiencek (w/o vote), **Absent:** Adams, Barbour, Hiromoto (Idaho Falls), Mahoney, Perret, Wolf, K. **Guests:** 8.

Chair Teal called the meeting to order at 3:30. A motion (Stoll/Folwell) to approve the minutes for meeting #2 on September 8, 2015 was approved without objection.

Chair's Report: Chair Teal announced the Vandal Appreciation Fair from 2-4 on Tuesday September 15 in the Bruce Pitman Center. He also relayed an announcement from Vice President for Research and Economic Development Jack McIver that he and Associate Vice President Bob Smith will be available in the Brink Lounge the 2nd Thursday of every month from 3:00 to 4:00 to discuss research opportunities with faculty. Chair Teal also asked for volunteers to serve on the Tobacco Free Task Force which is being reconstituted this year to work on implementation plans (no one indicated a willingness to volunteer).

Provost's Report: Provost Wiencek stated his regrets at being unable to attend last week's meeting. He was called away for a public recognition of a significant gift ($2 million) to the University. He affirmed his intention to be engaged with Senate activities as much as possible. The Provost announced that we have a new Vice President for Finance Brian Foisy. They will be working with Faculty Senate to develop budget models that will provide incentives to grow enrollment. In a meeting with the vice presidents the Provost discussed the concerns raised by the Senate regarding HR practices and policy. There is a lot of interest in looking at People Admin as well as issues related to internal hiring, compensation and advancement. In the short-term the Provost hopes to clear up any miscommunication. In the long-term he would like to move towards a more deregulated system that gets away from prescriptive policies while moving towards a monitoring system that can be embraced by supervisors. There will be a leadership retreat next week which will begin work on the strategic plan. Referring to the Senate's discussion last week on developing a climate survey, Provost Wiencek noted that a survey had been done a couple of years ago which will probably support many of the concerns the Senate expressed last week. He expressed a desire to work with the Senate to address these concerns.

The Provost briefly discussed legislative priorities. Our primary request is to fund the "Go On" initiative which focuses on providing help to high school students thinking about going to college. This initiative will provide staffing around the state to aid students in picking out a college and a major. The request also includes waiving application fees and funding for recruiting, advising, and tutoring. While this was our #1 request we have discovered that because of the leap year there will be 27 pay periods this year. Instead of lowering the bi-weekly pay checks the state is looking into funding an extra pay period. Since this would cost around $1.2 million that appropriation would have to become our first priority. Funding this appropriation might lead to losing some of our requests that are on the bottom of our list.

Enrollment Management: Chair Teal introduced Vice Provost Jean Kim. Ms. Kim was invited to give an update on the Strategic Enrollment Management Plan (SEMP). She brought along some handouts of the plan and noted it was also forwarded to Senators earlier in the day. Ms. Kim reported that as of the 10th day of the semester, our enrollment shows that we are slightly up with resident students but we also have a decline with out-of-state students and graduate students. Overall our enrollment is down about 3.3% from last year.

The strategic enrollment plan has a target of growing enrollment by 50% by 2025. The deans have been focusing on operationalizing the planning principles listed as "c" and "g" from this plan. There are a variety of different strategies that the deans are considering to meet their targets. The target numbers and strategies for the colleges will be reviewed by the Enrollment Management Council by December. The details of the plan can be viewed as part of the Senate packet for this meeting. Ms. Kim highlighted some actions that have been (or will be) undertaken.

- Hosted regional high school counselor visit in July and another visit is scheduled for September 17, 2015.
- Organizing alumni ambassadors to participate in Enroll Idaho.
- Targeting high school students earlier.
- Increase and leverage youth summer programs.

- Launched the new VandaLink for students transferring from community colleges.
- Developing new direct admission program.
- Host program entitled Enroll Idaho on November 10, 2015 which will be held in 42 counties.
- Hold FAFSA workshops in January/February to help with financial aid.
- Consider summer orientation programs.
- Launched Student Life Task Force.
- Assess academic advising programs.
- Improve Academic Support.
- Evaluate Scholarship Program to attract high ability students.
- Consider providing some version of WUE.
- Improve marketing of University.
- Gather outcomes data of UI graduates.
- Upgrading presentation of UI with responsive websites.
- Develop data on student retention.

A Senator asked Vice Provost Kim to discuss what we know about why students don't come or don't stay at the UI. Noting that this was a "huge question" Ms. Kim mentioned concerns with our scholarship packages and the need to strengthen our image. On the retention question there are some things that we could be doing more extensively, these include advising, developing study skills and tutoring.

Another Senator wondered about developing recruitment programs aimed more specifically at parents. Ms. Kim suggested that we already do this but probably could do more sessions directed at parents.

A Senator suggested that the enrollment council might talk to the INBRE which has many years of experience in developing associations with community colleges. He also suggested that graduate students can also be helpful as ambassadors. There was a question about what outside consulting agencies we had used. What have these services cost and to what extent has that resulted in increased enrollment?

A more futuristic question was asked regarding how a 50% increase in students would be dealt with on campus. It was suggested that it would probably take us 2-3 years to return to our highest level of student enrollment. The Provost noted that 2011 marked the height of UI enrollment. He has asked for an analysis of our enrollment patterns in relation to the number of faculty over the last 8-10. The Provost stated when he gets that analysis he will share it with the Senate and that it will help us to develop a new budget model. He noted that when the University begins to grow its enrollment, discussions as to how best to appropriate the additional resources will have to take place.

A Senator stated that he found the retention data by college to be useful and wondered about retention rates by campus groups. Can we get information about retention by specific dorms or Greek houses? Ms. Kim indicated that such information is being developed.

The Senate also engaged in a discussion of the difficulty of conducting summer camps and the role that such camps can play as a recruitment tool. How can we overcome some of the costs of having summer camps to help promote the campus? It was suggested that we look at overcoming some of the institutional barriers to promote such camps. There were other short discussions about how to attract high performing students and international students as well as how to better market the University of Idaho. Ms. Kim stated that the committee will explore these issues.

A Senator suggested that we need a clearer strategic vision for the University in order to make decisions about tradeoffs necessary when growing enrollment. For example, the market value of degrees might be less important than support for the liberal arts. And our status as the residential campus of choice in Idaho might trump expansion of online program delivery.

Vandal Strategic Loan Fund (VSLF). Chair Teal invited Charles Buck, Associate Vice President of North Idaho to discuss the VSLF. The VSLF enables a unit to obtain loans for short periods (usually 3 years) at a 2.5% interest. The deadline for applying has been extended to October 2, 2015 and the second application deadline is February 15, 2016. The program is under-utilized and he hopes to encourage more extensive participation in using this fund.

Currently, only about 20% of the fund has been used. The largest request allowed is $250,000 although they are willing to consider larger loans depending on the need and purpose. The VSLF is backed by the collective fund balances of university cash accounts.

A Senator wondered what would happen if a department did not pay the money back. It was noted that the VSLF is a small portion of our overall reserves and noted that up to now we haven't had anyone who hasn't paid.

Another Senator asked whether the payback period could be extended to 5 years? Charles Buck responded indicating that it was a possibility as exceptions had been made in the past and he would look into the possibility of having this part of the fund policy revised.

2015-2016 Committee Appointment Changes. Vice Chair Liz Brandt presented the list of appointments to committees since last spring. She thanked Ann Thompson for organizing the list. The updated list was unanimously approved.

FS-16-001: APM 40.31—Tree Memorial & Recognition Program. Chair Teal introduced Charles Zillinger to discuss the APM regarding changes in the Tree Memorial & Recognition Program. Essentially the changes increase the cost to donors to have a tree planted for memorial or recognition purposes. Mr. Zillinger stated that naming opportunities on campus should not be cheap. The campus is not a memorial garden and we want the recognition to mean something. A Senator stated that money and honor are very different things. Is the purpose to obtain funds or to honor a person? Mr. Zillinger stated that the reason for increasing the donation is to prevent an over-proliferation of commemorative plaques and trees. Responding to a question about what happens with the proceeds, he noted that they go into the Tree Memorial Fund which helps to resupply, repair and maintain trees on campus.

FS-16-002: APM 45.23—Dual Use Research of Concern. The Chair introduced Kathryn Barker from the Research Office to discuss this APM. Dual Use Research refers to research conducted for legitimate purposes that generates knowledge that could be utilized for both benevolent and harmful purposes. The purpose of this APM is to ensure that our policies are in compliance with federal government guidelines in the use of one or more of the 15 agents identified in this policy. This would be a rare circumstance since at the moment the University does not have the facilities to use any of these agents. The Institutional Biosafety Committee is designated as the proper committee to work with any principle investigator who might seek to use one of the stated agents.

Chair Teal reminded Senators to send him names of faculty who might be willing to serve on the Task Force for Implementation of the Tobacco Free Policy.

Adjournment: A motion (Murphy/Brewick) to adjourn was unanimously approved at 4:58.

Respectfully submitted,

Don Crowley, Faculty Secretary
and Secretary to the Faculty Senate

UI Computing Task Force-Update for Faculty Senate

Background
The rapid development of “big data” applications, never-ending information, and the need to address large complex issues has led universities to re-evaluate their curriculum and organizational structures to meet the needs of the twenty-first century. This new perspective is needed in order to address issues such as the impact of climate change and health care. In fact, pursuing any of the Grand Challenges of the National Academy of Engineering or Science depend on these developments in computing.

In response, universities have begun the creation of degree programs and some entire colleges of information. Examples of the former are provided below. Examples of the latter are the School of Information at the University of Washington, the School of Informatics and Computer Science at Indiana University, Bloomington, or the College of Computing and Informatics at the University of North Carolina, Charlotte. At the University of Idaho, the Computer Science program in the College of Engineering, focuses on the development of computing technologies in areas of security, databases, and software engineering, which has limited reach into the units that are primarily users of computing. There is also a growing awareness of the benefits of a basic level of technology and coding acumen for all university students. There may be a need for additional university offerings and a change in organizational structure. Additionally, there is growing interest in computing as it relates to managing big data, data analytics, data mining, e-commerce, visualization, cyber-security, high performance computing, digital humanities, human-computer interaction, and social media.

The University of Idaho leadership is interested in assessing these topics and deciding how to respond. A Task Force was assembled spring semester, 2015 to study these issues and make a recommendation on how to address them. The result of the Task Force could be to recommend strictly a research entity. It could be to recommend strictly an educational degree program(s). It could be both. But doing nothing is not a good option if the UI is going to be a relevant participant in Idaho’s future.

This task force is chartered with articulating a recommendation. In particular, the assignment can be broken in several broad questions:

1. What are the areas of computing that have student and/or research demand that we are not currently addressing well? ie, what are the opportunities?
2. How could we best administer this opportunity in the near term and in the long term? Describe the entity.
3. What “niche” would this entity occupy that would give it a competitive advantage and justify its existence?
4. What advantages would accrue from creating such an entity?
5. What are the disadvantages?

There may be other questions. The most importance guidance is to think broadly.

The final product is to be a set of recommendations with supporting documentation and summary of the steps taken to reach the conclusions. This work was to be completed by the end of spring semester but is still on-going.

Status

The Task Force has met several times, some with industry representatives, and also conducted a SWOT analysis April 29th facilitated by Dan Eveleth in the COBE. At the following Task Force meeting on May 7, the SWOT Analysis was reviewed and possible outcomes discussed. While there were many good ideas the Task Force was not sure how "disruptive" the university was prepared to be. It was determined that the next step needed to be a discussion with the Provost and Vice President for Research and Economic Development. This meeting took place on July 20th. He recommended that our next step should be to review this assignment with the Faculty Senate.

Undergraduate degree programs at the UI

- Business Information Systems
- Computer Science
- Virtual Technology and Design

Graduate degree programs at the UI

- Bioinformatics
- Computer Science
- Statistics
- Virtual Technology and Design

Response

The efforts of the Task Force are focusing on three ideas:

- Explore the need for an additional undergraduate degree program to address the needs described above, particularly in the areas of data science, data bases, and data analytics.
- Develop a formal interdisciplinary collaboration of faculty and staff to significantly enhance the capability of the University of Idaho to conduct research and education in the area of computing and information.
- Plan for the future as this collaboration could lead to a School or College of Computing and Information, or similar entity, conducting research and developing graduates with unique skill-sets to support emerging industries of the future. Building on existing faculty, staff, and infrastructure, this entity could start virtually but would require eventual reorganization of existing programs.

Terminology

Bioinformatics and Computational Biology

Bioinformatics and computational biology are new disciplines emerging from the application of mathematics, statistics, and computer science. They explain the vast quantities of biological data that modern molecular techniques have made available. The advent of high throughput data acquisition in the biological sciences, an example of which is the recent completion of a draft of the entire human and mouse genomes, has created far more data than can be analyzed with current techniques. In order to understand and use these data to improve human health, natural and agricultural resource management, and to simply understand the natural world better—will require new techniques and tools. Moreover, industries dependent on that understanding, such as health, pharmaceuticals, agriculture, and forestry will require workers who understand this new knowledge.

Computer Science

Computer science is the systematic study of algorithmic processes that describe and transform information: their theory, analysis, design, efficiency, implementation, and application. It is a broad discipline with an ever-growing array of opportunities. The field of computer science encompasses many areas of specialization, such as: software development, systems development and hardware selection, studies of compatibility between hardware and software, programming language development and modification, information assurance, bioinformatics or perhaps a combination of these and any number of other diverse computer-oriented applications and concepts.

Data Science

Data Science is the extraction of knowledge from large volumes of data which is a continuation of the field data mining and predictive analytics, also known as knowledge discovery and data mining. Data can include emails, videos, photos, social media, and other user-generated content. Data science often requires sorting through a great amount of information and writing algorithms to extract insights from this data.

Information Science:

Information Science is a field that includes policy, HCI/interaction design, network science, crowdsourcing, the sociology of organizations and innovation, critical and interpretive analysis of information systems, behavioral science approaches to information systems, applications and analysis of big data, information visualization, ubiquitous computing, the interface of economics and information, and information science approaches to societal challenges.

Information Technology

Information Technology is the study of how to harness the power of computers, software, and computer networks to create systems that help solve business problems and create a competitive advantage. Information technology professionals are responsible for information systems that provide timely and correct information, support efficient business processes, and promote effective communication.

Informatics

Informatics is a field that combines information, people, and technology. Informatics students drive innovation as they explore the intersection of technology and human values. Their passion for analyzing and solving problems is reflected in the creativity they bring to the design and creation of information systems, user interfaces, mobile technologies and social media. Informatics draws upon areas such as computer science, information science, sociology, psychology, design, and information management. As a result, graduates are well-rounded information and technology professionals with the ability to apply their knowledge to positively impact organizations, their communities and society.

Statistics

Statistics encompasses course work in designing and analyzing experiments, planning and interpreting surveys, and exploring relationships among variables observed on social, physical, and biological phenomena. The applied nature of the program allows the student to develop data analysis tools for such diverse areas as business and economics, crop and animal production, biological sciences, human behavior, education, engineering, and natural resource management. The statistics program thus supports major programs in other disciplines.

Virtual Technology and Design (VTD)

VTD is a design thinking program that incorporates simulation and visualization technologies within science driven scenarios. They are designers, storytellers, and researchers who create vivid, expansive, and dynamic virtual experiences that transform the way people across the globe work, learn, and play. VTD students are world-builders who use data-driven, interactive virtual worlds to innovate and think critically about complex problems.

Task Force Members

Paul Gessler, CNR and NKN
Michelle Wiest, Statistics
Jim Alves-Foss, CS
James Foster, IBEST
Lynn Baird, Library
Andy Kersten, CLASS
Paul Joyce, COS
Greg Donohoe, CS
Terry Soule, CS
Tao Xing, ME
John Anderson, VTD
Norm Pendegraft, Business
Chris Marx, Biology
Rick Sheldon, CS
Mark Warner, Sociology

SWOT-oriented comments from a group of stakeholders

- Shawn Swanby, Ednetics
- Nick Smoot
- Steve Garske, Kootenai Health
- Grant Bishop, 14Four
- Seth Samuels, Kochava

Opportunities

Opportunity: There is a demand for employees, regardless of role, who possess basic understanding/baseline knowledge of how software is developed, configured, and operated, especially how to customize software to meet unique business needs (Source: Shawn Swanby, Ednetics).

Opportunity: There is a demand for employees who possess project management and teamwork/soft skills (Sources: Shawn Swanby, Ednetics; Steve Garske, Kootenai Health).

Opportunity: There is demand by Ednetics for females in (systems engineers, installation technicians, network engineers, voice engineers?) positions (Source: Shawn Swanby, Ednetics).

Opportunity/Threat: Women are not applying (Source: Shawn Swanby, Ednetics).

Opportunity/Threat: There is a perception among employers that programs must start with young, pre-college students (Source: Shawn Swanby, Ednetics) and that "young people" need to participate (Source, Nick Smoot).

Opportunity: The cost of living here is so much lower than in Seattle (Source: Shawn Swanby, Ednetics).

Opportunity: The quality of life is so much higher here than in Seattle (Source: Shawn Swanby, Ednetics).

Opportunity: Given (some, many?) healthcare organizations have multiple electronic medical record systems, there is an increased demand from healthcare organizations for employees with "integration skills" (Source: Steve Garske, Kootenai Health)

Opportunity: There is a demand for dual discipline expertise, such as registered nurses with informatics capabilities.

Opportunity/Threat: Kootenai Health partners with NIC's informatics program currently.

Opportunity: Employers value employees who "can get up to speed quicker" because of adaptability and the ability to "learn new technologies faster" (Source: Grant Bishop, 14Four).

Opportunity: There is a perception among employers that employees with bachelor of science degrees and specific technology experience can get up to speed quicker than someone who is self-taught in one specific programming language or other technology (Source: Grant Bishop, 14Four).

Opportunity: There is an interest among employers for employees who have completed curriculum that includes emphases on mobile devices, informatics, and user interface design (Source: Grant Bishop, 14Four).

Opportunity: There is a demand for college graduates with computer science degrees (Source: Seth Samuels, Kochava).

Opportunity: There is a demand for computer science graduates who have evidence of a passion for software (e.g., extracurricular efforts - GitHub code, projects with others in addition to school requirements).

Opportunity: Seth did not say this, but possibly work experience in the field while attending school would also show initiative (Source: Larry).

Threats

Threat/Opportunity: There is a perception that programs must start with young, pre-college students (Source: Shawn Swanby, Ednetics) and that "young people" need to participate (Source, Nick Smoot).

Opportunity/Threat: Women are not applying (Source: Shawn Swanby, Ednetics).

Threat: Salaries in Idaho are 30-40% less than in Seattle (Source: Shawn Swanby, Ednetics).

Threat/Opportunity: Kootenai Health partners with NIC's informatics program currently.

Strengths

Strength: UI has a cybersecurity focus (Source: Karen)

Strength: Robotics (Source: Nick)

SWOT Analysis Summary from April 29, 2015 Meeting

External Analysis

Applied Research-Oriented Opportunities

- A niche (TBD)
- Data management
- Analytics
- Remote sensors
- Research dollars
- Private data available
- Statistical ignorance
- People are drowning in data
- London-Cholera-Outbreak-type problems (4th paradigm)
- Good timing

Basic Research-Oriented Opportunities

- A niche (TBD)
- Demand for basic research

Employer Demand Opportunities

- A niche (TBD)
- Employees, in all roles, who possess basic knowledge of how software is developed, configured, and operated, esp how to customize software to meet unique business needs
- Project management and teamwork/soft skills
- Women are not applying
- There is an increased demand from healthcare organizations for employees with "integration skills" (e.g., registered nurses with informatics capabilities)
- Employees who "can get up to speed quicker" because of adaptability and the ability to "learn new technologies faster"
- Employees who with knowledge of mobile devices, informatics, and user interface design
- Computer science graduates who have evidence of a passion for software (e.g., extracurricular efforts - GitHub code, projects with others in addition to school requirements)
- Incoming students want interdisciplinary focus

Threats

- Kootenai Health partners with NIC's informatics program currently.
- Google is already doing "it" (i.e., "non-niche")
- Revenue sources are focused (e.g., government, not industry)
- Incoming students want a job
- Students have negative reaction to "data science" nomenclature
- Good timing

Internal Analysis

University of Idaho Strengths

- Experience serving niches
- Passion for basic research
- Expertise with basic research
- Expertise in: security, visualization, stat, AI, data management
- History of university-wide programs and collaboration
- Adv. Bd Relationships
- Communications is the "new" stat
- University Structure
- Precedence for "double counting" students
- D.S.S.
- Size
- Experience serving a niche
- Culture of collegiality and passion
- Complexity/GST/NW Thinking
- Faculty turnover
- Executive support
- This group – i.e., the Computing and Informatics Task Force
- Humanities and Philosophy Dept. part of new center

University of Idaho Weaknesses

- Don't understand industry
- Discipline pushback
- "We've never done it that way."
- "We tried it and it didn't work."
- Faculty turnover
- G.S. not universal point of view
- Silos
- Resistance top math
- Humanities faculty
- Institutional inertia

Actions:

- College of Science Fiction
- Do Basic Research

General Questions to help think about how to use Strengths to go after Opportunities

1. What are the areas of computing that have student/employer and/or (basic and applied) research demand that we (or anyone else) are not currently addressing well?... i.e., what are the opportunities (that we want to pursue)?
2. How could we best administer (address, capture, pursue) this opportunity in the near term and in the long term? (What strengths will we use and what actions will we take to pursue the opportunities). Describe the entity.
3. What "niche" would this entity (serve) occupy that would give it a competitive advantage and justify its existence?
4. What advantages would accrue from creating such an entity (for the purposes of pursuing the opportunities)?
5. What are the disadvantages?

Research-Oriented Example (from April 29, 2015 Meeting)

	STRENGTHS (S) • Experience serving niche markets • Expertise in security • Expertise in basic research • Passion for basic research	**WEAKNESSES (W)**
OPPORTUNITIES (O) Unmet need by industry for solving "a niche" set of security problems	**SO STRATEGIES** We are going to use experience serving niches, expertise in security and basic research and passion for basic research to go after the unmet need by industry for help solving the niche set of security problems by taking THIS ACTION (i.e., creating an entity).	**WO STRATEGIES** Strategies that take **advantage** of **opportunities** by **overcoming weaknesses**.
THREATS (T)	**ST STRATEGIES** Strategies that use **strengths** to **avoid threats**.	**WT STRATEGIES** Strategies that **minimize weaknesses** and **avoid threats**.

Teaching-Oriented Example (from May 7, 2015 Meeting)

	STRENGTHS (S) • Computer Science Expertise (College of Engineering) • Statistics Expertise (College of Science) • Information Systems Expertise (College of Business and Economics) • Experience with a successful, unique cross-disciplinary program that draws students and employers to UI (i.e., Virtual Technology & Design)	**WEAKNESSES (W)**
OPPORTUNITIES (O) • Unmet need by employers for graduates with the data-management skills to help manage the process of “ingesting the data, cleaning the data and analyzing the data”, which includes an “analytics side” and a “big data side”.	**SO STRATEGIES** We will draw upon our expertise in data management, statistics and programming and our experience with the VTD program, to go after the unmet need in skilled data-management graduates by creating (e.g., a School of Information) that will deliver a (e.g., B.S. in Informatics).	**WO STRATEGIES**
THREATS (T)	**ST STRATEGIES**	**WT STRATEGIES**

In addition to the changes in *FSH* Section 2700, the Faculty Council approved changes in the instrument to be used in the evaluation process. That revision was approved in May 2001 and then reviewed and revised by the Faculty Council in the Fall of 2001.

<u>Proposed Instructor/Course Evaluation Form</u>

What grade do you expect to receive in this class?	A	B	C	D	F
What grade were you working to attain?	A	B	C	D	F
How often did you attend class?	90%+	80%+	70%+	60%+	<60%
How often were you fully prepared for class?	90%+	80%+	70%+	60%+	<60%
How would you rate the quality of your effort in this class?	A	B	C	D	F

The items below ask for your evaluation of your experience in [Course Number] this semester. In each case the scale is 0 to 4, with 4 being the highest rating and 0 the lowest rating.

1. Instructor

Rate the instructor of this course relative to each of the qualities listed below. *(highest rating is 4)*

<u>(Menu questions from the "Instructor" section placed here)</u> **<u>4 3 2 1 0</u>**

Overall, how would you rate the instructor's performance in teaching this course? 4 3 2 1 0

Comment on the instructor's performance. What was most helpful? What could be improved?

[text input]

2. Course

<u>Rate the course itself relative to each of the qualities listed below.</u> (highest rating is 4)

<u>(Menu questions from the "Course" section placed here)</u> **<u>4 3 2 1 0</u>**

Overall, how would you rate the quality of this course? **4 3 2 1 0**

Comment on the quality of this course. What was most helpful? What could be improved?

Menu questions can be selected from a list or can be written by the instructor for each course.

FS-15-024RevFS-2-17-15

STUDENT FEEDBACK ON AN ACADEMIC COURSE AND LEARNING ENVIRONMENT

SCALE: [SD – D – N - A - SA] strongly disagree – disagree – neutral – agree – strongly agree

1. How often did you attend class? Less than 60% 60%+ 70%+ 80% + 90%+

2. How many hours per week (outside of class) did you do work for this course? [<2 2+ 4+ 6+ 8+]

3. The instructor expressed clear expectations for learning outcomes in this course.
[SD – D – N - A - SA]

4. Did you attempt to take advantage of available help outside the course by meeting in person or otherwise communicating (via email or through BbLearn) with the instructor? [N – Y]

If YES - This communication was helpful. [SD – D – N - A - SA]
If NO – comment: text input box

5. What were some positive aspects of the course that supported learning?
Comment: text input box

6. What aspects and/or content of the course could be improved to better support learning?
Comment: text input box

7. Overall, the content presented in this course contributed to your understanding of this subject.
[SD – D – N - A - SA]

8. Overall, the delivery of information and organization contributed to your understanding of the course material.
[SD – D – N - A - SA]

9. Additional comments?
Comment: text input box

FS-16-003

COLLEGE OF EDUCATION

Proposed Catalog Changes

Effective Term (unless otherwise noted) = Summer 2016

Movement Sciences

1. Discontinue the following minors

Sport Science Minor

Note: H&S 245 and PEP 418 have prerequisite requirements.

FCS 205 Concepts in Human Nutrition (3 cr)
FCS 305 Nutrition Related to Fitness and Sport (2 cr)
H&S 150 Wellness Lifestyles (3 cr)
H&S 350 Stress Management and Mental Health (2 cr)
PEP 418 Physiology of Exercise (3 cr)
PEP 495 Practicum (40 hrs minimum) (1 cr)

One of the following (2-3 cr):
H&S 245 Introduction to Athletic Injuries (3 cr)
H&S 288 First Aid: Emergency Response (2 cr)

Courses selected from the following (4-6 cr):
H&S 289 Drugs in Society (2 cr)
H&S 490 Health Promotion (3 cr)
PEB 106 Weight Training and Conditioning (1 cr)
PEB 108 Water-Based Sports and Fitness Activities :Aqua Fitness or Water Aerobics (1 cr)
PEP 305 Applied Sports Psychology (3 cr)
PEP 493 Fitness Assessment and Prescription (3 cr)

Courses to total 20 credits for this minor

Rationale: Due to low demand, several of the Sport Science Minor's classes were phased out over the past several years and now no longer exist. Additionally we have large enrollments in major courses (PEP 418, PEP 493, PEP 495) and cannot accommodate minors.

Coaching Minor

FCS 305 Nutrition Related to Fitness and Sport (2 cr)
H&S 245 Introduction to Athletic Injuries (3 cr)
H&S 289 Drugs in Society (2 cr)
PEP 204 Special Topics: Coaching (2 cr)
PEP 305 Applied Sports Psych (3 cr)
PEP 495 Practicum (1 cr)
One of the following (2-3 cr)
PEP 300 Applied Human Anatomy and Biomechanics (2-3 cr)
PEP 418 Physiology of Exercise (3 cr)

Courses to total 20 credits for this minor

Rationale: Due to low demand and lack of resources, many of the Coaching Minor's classes were phased out over the past several years and now no longer exist. Additionally we have large enrollments in major courses (PEP 418, PEP 495) and cannot accommodate minors.

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
This section must be completed

College:	Education		
Department/Unit:	Movement Sciences		
Dept/Unit Approval Date:	12/6/2013	Vote Record:	NA
College Approval Date:	1/13/2015	Vote Record:	Unanimous approval
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Philip Scruggs		pwscruggs@uidaho.edu

Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component which consists of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:		Discontinue:	X		
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	20
Option:							
Emphasis:							
Minor:	~~Coaching~~						
Academic Certificate less than 30 credits:							
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*	Minor developed to support students wishing to go into coaching.						

Program Component Curriculum: *Required courses*	**~~Coaching Minor~~** ~~FCS 305~~ ~~Nutrition Related to Fitness and Sport (2 cr)~~ ~~H&S 245~~ ~~Introduction to Athletic Injuries (3 cr)~~ ~~H&S 289~~ ~~Drugs in Society (2 cr)~~ ~~PEP 204~~ ~~Special Topics: Coaching (2 cr)~~ ~~PEP 220~~ ~~Coaching Youth Sports (1 cr)~~ ~~PEP 305~~ ~~Applied Sports Psych (3 cr)~~ ~~PEP 495~~ ~~Practicum (1 cr)~~ ~~One of the following (2-3 cr)~~ ~~PEP 300~~ ~~Applied Human Anatomy and Biomechanics (2-3 cr)~~ ~~PEP 418~~ ~~Physiology of Exercise (3 cr)~~ ~~Courses to total 20 credits for this minor~~ ~~Note: PEP 300 and PEP 418 have prerequisite requirements.~~

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change. This section can be completed for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Financial Impact

This section must be completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	X	
Brief Description of financial impact:	Little to no impact, as most of the classes required for this minor have been discontinued and are no longer collecting fees.			

Rationale and Assessment Information

This section must be completed

Rationale for approval of this request as appropriate; include an explanation of how the department will manage the added workload of the new program component and any relevant assessment information that applies, describe whether the program component, curriculum, and admission requirements remain the same, describe the rationale for a name change or degree designation change:

Due to low demand and lack of resources, many of the Coaching Minor's classes were phased out over the past several years and now no longer exist. Additionally we have large enrollments in major courses (PEP 418, PEP 495) and cannot accommodate minors.

Distance Education Availability

This section must be completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow	x		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:	Summer 2016
Date Received by the Office of the Provost and Executive Vice President:	7/22/15
Date Received by UCC Secretary:	
UCC Item Number:	

UCC Approval Date:		Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

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Primary Point of Contact (Name and Email):	Philip Scruggs		pwscruggs@uidaho.edu

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Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions.

Create New:		Modify:		Discontinue:	X		
Graduate Level:		Undergraduate Level:	X	Law Level:		Credit Requirement:	20
Option:							
Emphasis:							
Minor:	~~Sports Science~~						
Academic Certificate less than 30 credits:							
Teaching Endorsement (Major/Minor):							
Overview of Program Component: *Provide a brief narrative description*	Minor developed to support students wishing to go into sports science and related fields.						

Program Component Curriculum: *Required courses*	~~**Sport Science Minor**~~ ~~Note: H&S 245 and PEP 418 have prerequisite requirements.~~ ~~FCS 205~~ ~~Concepts in Human Nutrition (3 cr)~~ ~~FCS 305~~ ~~Nutrition Related to Fitness and Sport (2 cr)~~ ~~H&S 150~~ ~~Wellness Lifestyles (3 cr)~~ ~~H&S 350~~ ~~Stress Management and Mental Health (2 cr)~~ ~~PEP 418~~ ~~Physiology of Exercise (3 cr)~~ ~~PEP 495~~ ~~Practicum (40 hrs minimum) (1 cr)~~ ~~One of the following (2-3 cr):~~ ~~H&S 245~~ ~~Introduction to Athletic Injuries (3 cr)~~ ~~H&S 288~~ ~~First Aid: Emergency Response (2 cr)~~ ~~Courses selected from the following (4-6 cr):~~ ~~H&S 289~~ ~~Drugs in Society (2 cr)~~ ~~H&S 490~~ ~~Health Promotion (3 cr)~~ ~~PEB 106~~ ~~Weight Training and Conditioning (1 cr)~~ ~~PEB 108~~ ~~Water-Based Sports and Fitness Activities :Aqua Fitness or Water Aerobics (1 cr)~~ ~~PEP 305~~ ~~Applied Sports Psychology (3 cr)~~ ~~PEP 493~~ ~~Fitness Assessment and Prescription (3 cr)~~ ~~Courses to total 20 credits for this minor~~

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Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
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This section must be completed

Identify the geographical area(s) this program component can be completed in:

Moscow	x
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UCC Item Number:			
UCC Approval Date:		Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

FS-16-005

University of Idaho
College of Education

Movement Sciences

Physical Education Building, Room 101
PO Box 442401
Moscow ID 83844-2401

Phone: 208-885-7921
Fax: 208-885-5929
movementsciences@uidaho.edu

Memo

To: University Curriculum Committee
From: Dr. Philip W. Scruggs, Chair; Department of Movement Sciences
Date: November, 14 2014
Re: Movement Sciences and Conservation Social Sciences Minors

University Curriculum Committee,

On November 12, 2012 curriculum changes were received and reviewed by the University Curriculum Committee for the Outdoor Recreation Leadership and Sustainable Tourism and Leisure Enterprises Minors offered jointly through the Department of Movement Sciences (College of Education) and Department of Conservation Social Sciences (College of Natural Resources). Both departments and colleges, agree that the minors are to no longer be jointly offered and that the minors are to be offered solely by the Department of Movement Sciences in the College of Education. We ask that the university catalog and associated documents reflect this change.

Phillip W. Scruggs, PhD
Chair, Movement Sciences

Cori Mantle-Bromley, PhD
Dean, College of Education

Patrick Wilson, PhD
Chair, Conservation Social Sciences

Kurt Pregitzer, PhD
Dean, College of Natural Resources

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #3

3:30 p.m. - Tuesday, September 8, 2015
Brink Hall Faculty-Staff Lounge & Scopia

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2015-16 Faculty Senate Meeting #2, September 1, 2015 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- Vandal Strategic Loan Fund (Buck/Mahoney)
- Enrollment (Kim)

VI. Committee Reports.

Committee on Committees:

- Committee Changes/Updates (Brandt)(vote)

VII. Special Orders.

- **FS-16-001**: APM 40.31 – Tree Memorial & Recognition Program (Zillinger)(FYI)
- **FS-16-002**: APM 45.23 – Dual Use Research of Concern (DURC)(Barker/Inge)(FYI)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #2
VSLF Flyer
Committee Changes/Updates
FS-16-001 & 002

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #2, September 1, 2015

Present: Stevenson for Wiencek (w/o vote), Anderson, Boschetti, Brandt, Brewick, Brown, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Flores, Folwell, Foster, Godfrey (Coeur d'Alene), Hrdlicka, Hiromoto (Idaho Falls), Jeffery, Latrell, Mahoney, Murphy, Nicotra, St. Claire, Stoll (w/o vote), Teal, Wolf, K., Ytreberg. **Absent:** Adams, Barbour, Dallas, Perret. **Guests: 4.**

The Chair called the meeting to order at 3:30. A motion (Brandt/Wolf) to approve the 2014-15 Senate minutes from April 28 meeting #28 was approved without objection. A motion (Foster/Brandt) to approve the 2015-16 Senate minutes for April 28 meeting #1 was also approved without objection.

Chair's Report: Chair Teal noted that today's report will consist of trying to recruit members to several committees. Jean Kim would like a faculty senator for the Student Life Task force. This task force will look at the first year educational experience of students and will examine the current practice of recruiting first year students for Greek housing. The Professional Development committee also needs volunteers. This committee will be making recommendations regarding professional training for staff and defining and implementing supervisor accountability for this training. The Classification Policy group is also looking for a faculty senator. This is the committee that the Senate approved last year to clarify the process of moving from one classification level to another ensuring policy is consistent and transparent. The last request comes from the President's office. They are looking for the faculty senate to nominate two faculty members to serve on the committee to fill the Ombuds opening. Edwin Latrell volunteered for the Student Life Task Force. Jodie Nicotra volunteered to be part of the classification study. Yun Chung agreed to be on the Ombuds search committee. Katie Brown agreed to be on the Professional Development task force. There is still an open spot for the Ombuds search committee so if anyone wants to recommend someone please let the Chair know. Thanks to those who volunteered.

Provost' Report: Vice Provost Jeanne Stevenson delivered the Provost Report for Provost Wiencek. Provost Weincek extends his apology for missing the meeting today. This afternoon the UI was recognizing a donor who committed $2 million to the University and the Provost needed to be present for that ceremony. He wished to convey his commitment to regularly attend Faculty Senate meetings. Provost Weincek has begun to make appointments for a task force to look at the spread pay issue. He is planning on a ten person committee with five faculty members. This group will look at the legal obligations the University has as well as the concerns raised this summer. There is not a predetermined outcome and he expects this group to make recommendations on how to best deal with the issues. There will also be a major initiative to embark on developing the strategic plan. This will be a broadly based process that includes a wide variety of stakeholders. He expects to have a working draft by the end of the semester.

2014-15 Annual Report from the Faculty Secretary's Office: Don Crowley noted that the report in today's packet represents Ann Thompson's devoted attention to compile a report detailing last year's activity. He invited questions. A Senator wondered about the status of the joint program between the law school and Boise State's MBA program. Liz Brandt stated that was still in the process of being implemented. There were some challenges in coordinating the programs.

Summer Graduates: A motion was made (Folwell/Stoll) to approve the list of summer graduates. The motion passed unanimously.

Secretary to the Faculty Senate: A motion (Wolf/Hrdlicka) was made to nominate/elect Don Crowley as Secretary to the Faculty Senate. This passed unanimously.

Elections for Senate Committees:

Benefits Advisory Group: Patrick Hrdlicka was nominated/elected (Brandt/Foster) unanimously.

University Budget & Finance Committee: Allan Caplan was nominated/elected (Brandt/Wolf) unanimously.

Retreat Review: A Senator asked for further clarification regarding the Provost's comment that the State Board was unhappy with our Focus for the Future product. Chair Teal noted that he is seeking clarification. Several people commented that they had understood the Provost's remark to mean that even though we had cut some programs that either there were no savings or it wasn't entirely clear where the reallocation had gone. While we had prioritized we had not cut anything with teeth so there were no resources to reallocate to those priorities. Chair Teal added that the Provost had mentioned the ISU "dashboard" which was a more explicit and graphic representation of what they had reallocated.

The conversation moved on to a general discussion of ideas brought up during the retreat.

- **Enrollment Management:** We haven't heard much discussion of how we intend to attract the best students and keep the best students. How are the best students defined? Chair Teal noted that he is on the enrollment management task force and he would like to see a more rigorous analysis of what aspects of our recruitment/retention process is broken. There were also questions raised about how we might work with enrollment management. A related question dealt with how resources are allocated to react to growth. Is our database adequate in providing us with information about our students and where they are coming from? Jean Kim will be at Senate next week and this should provide an opportunity to explore these topics.
- **Distance Education:** Senators engaged in a discussion of the difficulties of offering online degrees. In particular there was a discussion of the approvals necessary to offer an online degree and whether the University could be more efficient in getting online degrees approved. What are the "best practices" in setting up these degree programs. It was also noted that we should have a discussion as to whether having more online degree programs was a good thing to do.
- **Morale Issues:** A Senator wondered whether the Senate might come up with a strategy for how to deal with morale, salary, and communication issues. A Senator noted that it is very clear that faculty and staff do not feel like they are valued. This led to a discussion as to whether we possessed empirical data showing that. Last year there was information gathered related to the dependent tuition issue which showed low morale and also the number of people leaving the university helps support the point. Faculty/Staff care about salary but they also care about whether they are valued. The Chair stated that Senate Leadership had already sought to make this point to the Provost. There was a short discussion of "exit interviews" and whether that was or wasn't a good way to get information about why people are leaving. The point was made that losing staff is costly to the University. Last year UBFC made an attempt to quantify the "costs" to the University when it loses employees and has to replace them. A Senator suggested that perhaps we need to participate in a nationally normed "climate survey" that would help to illuminate the morale situation at the UI.
- **HR/People Admin:** Several Senators raised concerns about the inefficiencies in hiring. The time consumed and the amount of approvals necessary to get someone (even TH) hired. A Senator suggested that People Admin was actually a good piece of software but the UI had added to it in a way which has made it less efficient. There should be ways that people can provide feedback

on the problems with People Admin. Concerns were raised about the number of failed searches as well as the costs and time constraints associated with all the background checks. The Chair asked Senators to forward to him comments/concerns about HR and the hiring process and he would take it upon himself to make sure that the Provost is made aware of these concerns.

- **Annual Evaluations:** This issue may be related to morale issues. It is the one time of the year faculty can get meaningful feedback but it doesn't serve that purpose. The Chair stated that he had brought this up with the Provost and he had asked the Faculty Affairs Committee to look into what can be done to make this process better.
- **Salary and other Budget Issues:** A wide variety of budget related questions were raised. Among these were questions/concerns about the new consolidated fringe, stipends for TA's and RA's, and the use of contingent faculty/staff. We have fewer TA's than our peers and also pay them far less. This makes it difficult to attract good graduate students. It was noted that the previous Dean of Graduate Studies had made a request to raise stipends for TA's and RA's but had not been successful. A Senator inquired about the policies related to tuition waivers for TA's while another Senator wondered about the policies related to advanced undergraduates doing grading.
- **Grade Inflation:** There was a discussion about grade inflation. How bad is it and what might be done about it? Several people noted that this is a national problem and that it isn't clear what we would do about it and cautioned that attempts at a cure might be worse than the problem. Some Senators wondered about the relationship between grade inflation and teaching evaluations. An inquiry was also made about plus/minus grades which is an issue that has been before past Senate's several times.
- **Issues related to policies vetoed last year:** The Teaching Assessment committee is looking into what can be done with regards to the student evaluations of teaching forms. FAC will also be dealing with some of the issues related to the leave policies that were vetoed.

A motion (Stoll/Murphy) to adjourn passed unanimously at 4:59.

Don Crowley, Faculty Secretary and
Secretary to Faculty Senate

Vandal Strategic Loan Fund

The VSLF is an internal loan program which enables any university unit to make key purchases or investments that will either move programs or initiatives forward or will result in significant real cost savings.

These loans are for relatively short periods (maximum payback of 3 years) and carry a 2.5% interest rate. The loans are backed by the collective fund balances of hundreds of university cash accounts much as credit union loans are backed by the collective value of individual depositor accounts. As is the case with external loans, the VSLF application must indicate a revenue source that will be used to pay back the loans in the designated time frame.

The VSLF program fall cycle due date has been extended so we will be accepting applications through **Friday October 2, 2015**. If you are interested in completing an application or learning more about how the VSLF can help your unit move forward please visit our website (http://www.uidaho.edu/budgetoffice/vandal-strategic-loan-fund) or contact the VSLF Loan Committee Chair, Trina Mahoney (tmahoney@uidaho.edu).

Please feel free to contact us with any questions regarding the VSLF, the loan process or the loan criteria.

Dr. Charles Buck, Chair VSLF Board of Governors
Trina Mahoney, Chair VSLF Loan Committee

Update on Final DRAFT: Strategic Enrollment Management Plan (SEMP), 2015 – 2020, University of Idaho (Fall.2015)

Strategic Goal: To increase the overall enrollment of the UI by 50% (from 11,534 to 17,301) by 2025

I. Planning principles:

A. We will use the Fall 2015 enrollment numbers as our baseline and update goal #'s after Oct. 15, 2015.

B. We will plan for the University of Idaho's residential enrollment growth to occur primarily at the Moscow campus. Additionally, we will plan for enrollment growth in distance and online education, graduate programs as well as the university centers in Boise, Coeur d'Alene, and Idaho Falls.

C. We will set enrollment target goals, measure and monitor these enrollment elements (e.g., by college programs, majors, UG, GR, international, students of color, in-state and out-of-state etc.) based on location (Moscow, Idaho Falls, Boise, CDA) and by online/distance learning. Enrollment by locations should be non-duplicated.

D. We will achieve enrollment target goals through both recruitment and retention activities.

E. In the near-term, we will target areas of growth where we have both capacity and demand.

F. We will consider innovative, high risk ideas to increase recruitment and capacity.

G. We will hold ourselves collectively accountable for achieving the SEMP objectives; and hold the undergraduate college deans accountable for meeting their college's enrollment targets and developing a system of appropriate economic model to achieve their retention and recruitment goals while attending to issues like capacity and segmentation of student markets. Some of the objectives in this plan would pertain to all colleges, while others will be applicable to only specific locations.

H. We will identify resource needs to achieve our objectives and consider developing an incentive plan for the colleges.

I. We will solicit input from stakeholders in developing specific operating/action plans to implement this SEMP: Moscow and regional center communities, alumni, advisory boards, students, and families.

II. Reference points:

Moscow campus: AY 2015-16 (10^{th} day count) undergraduate enrollment = 7858, graduate enrollment = 1714, total Moscow enrollment = 9572. Fall term 2015 international undergraduate = 383, international graduate = 222, total international enrollment = 605 or 6% of total enrollment. Fall 2014 UG students of color enrollment: Native American = 48, Asian American = 102, Black or African American = 114, Hispanic/Latino = 796, Native Hawaiian/Pacific Islanders = 19, Two or more races = 304; total UG students of color enrollment = 1,383 or 18%. AY2013-14 First to second year retention: Campus = 77%; CALS = 76%; CAA = 81%; CBE = 80%; CoEd = 77%; COE = 81%; CLASS = 75%; CNR = 73%; COS = 75% (college retention rates include transfers to other colleges within the university)

III. Uber Objective: Develop specific undergraduate and graduate enrollment goals by colleges to reach 50% increase in the UI enrollment

[This essentially is about operationalizing our planning principle C & G above. What follows for your reference are 8 strategies to consider in developing such a plan for your college and the university as a whole.]

a. Establish new student target number by Colleges	Deans	Summer 2015	None
b. Review majors and consider which majors/degree programs that have market demand among students and/or capacity	Deans	Fall 2015	None
c. Increase our current first to second year average retention rate to 85% by reviewing	Deans	Fall 2015	None

retention trends by colleges and setting annual retention goals for each			
d. Develop a plan to increase the percentage of students of color to 25% that more closely resemble other national, public, land-grant, research universities	Admissions & President's Diversity council	Fall 2015	None
e. Develop a plan to increase the enrollment of degree seeking international students by 10% by 2020	IPO & Deans	Fall 2015	None
f. Support graduate programs and research to enhance the university's academic reputation by reviewing the current funding model report of TA's & RAs and secure necessary funding	Deans	Spring 2016	Budget to be developed
g. Set specific enrollment objectives for each regional center and develop action plan to achieve those objectives	Executive Directors of Regional Centers	Fall 2016	None
h. Contribute to developing a strategic plan for online/distance education	EMC	Fall 2016	None

III. Uber Objective: Set Undergraduate & Graduate Enrollment Goals:

Identify capacity & potential targets	Set preliminary targets	Ground-truth targets	Finalize targets	President & Provost review
Deans of each college	EMC	Faculty	EMC	
September 10	September 28	November 2	December 11	December 14

Deans of each college:

- Capacity and/or target by program
- Priority
- Justification and/or market

EMC / Faculty / EMC:

- Overall enrollment
  - Moscow
  - Centers
  - Students of color
  - College and program
  - In state
  - Out of state

** Will need to discuss secondary impacts such as Gen Ed

Note: Graduate recruitment and management plan is a separate process from the undergraduate process

President & Provost review:

- Enrollment goals by program for each college

IV. Strategic Objectives to grow the UG enrollment:

Objective A: Improve recruitment of new fulltime undergraduate students (first year & transfer)

Strategies	Point person/group	Status
1. Develop in-state and out-of-state high school counselor summer campus visit program	Admissions	In process; Hosted one regional high school counselor visit in July and will host a Counselor Day on 9/17; also working on developing a Moscow campus based counselor education program for summer 2016 with College of Education
2. Improve communication and marketing to Alumni, and develop Regional Alumni Ambassadors to host Prospective and admitted student and family socials	Alumni Association & Admissions	In process; the first major launch is getting alumni ambassadors to participate in the Enroll Idaho! One day evening program on Nov.10th in 42 counties
3. Increase targeted communication with high school students: Start contact with Freshmen, Follow up on PSAT results early, Move up sophomore campaign & increase print contact and campus visits	EM Communication Marketing & UCM	In process; using TWG Plus on sophomore/junior search campaign, personalized digital 6 panel self-mailer, new email design and development series 10
4. Increase and leverage youth summer camp/programs, e.g., FFA, 4H, Scouts, sports camps, etc. to develop pipelines for new student applicants	Admissions working with Deans & Athletic Director	In process; Chris Doman identified as a point person from the Central Recruitment to coordinate and making sure that UI admissions is present at these events

5. Develop community college transfer recruitment plan	Deans, Admissions & Registrar	Launched the new Vandalink, a special recruitment program for those intending to complete their associates degree in partnership with community colleges of NIC, CWI, CSI and Spokane CC
6. Develop strategies to more effectively engage faculty in new student recruitment and retention and consider modifying faculty position descriptions to include student recruitment and retention along with advising functions	Deans and Faculty Senate	Spring 2016
7. Develop Auto admit program for ID high school students meeting our criteria for admission, working with the SBOE to streamline the application process	Admissions	In process; SBOE to send conditional admission letter to qualified ID high school seniors in late October 2015, UI to follow up with a comprehensive plan including pre-SBOE letter, Enroll Idaho on Nov. 10th evening program in 42 Extension centers, post card to high schools, personalized next steps admissions packet, calling campaign, FAFSA workshops at 7 Extension centers and at MTV events Jan-Feb. 2016
8. Develop programs to enlist the support of Extension faculty/staff in building relationships with local communities organized by 6 education regions	Director of Extension	In process; starting with the Direct Admissions follow up activities mentioned under #7 above

Objective B: Improve retention of undergraduate students

Strategies	Point person/group	Status
1. Explore feasibility of summer orientation program for new students	VP for Academic Affairs & Dean of Students	In process; the initial work group organized by Jeanne Stevenson recommended we implement summer orientation program. Blaine Eckles, the Dean of Students, is convening a task force to develop an operational plan for implementation likely for summer 2016
2. Explore and implement programs designed to improve first year retention such as preset courses, on-campus living assignments based on shared classes (best practice is 3 shared classes), deferred Greek recruitment to first semester, and consistent high quality residential experience for first year students	VP for Academic Affairs, VP for Student Affairs and Enrollment Management, & Deans	Spring 2016; the portion on student life issues such as Greek recruitment and first year residential experience has begun with the appointment of the Student Life Task Force with expected completion date of April 2016
3. Review to ensure comprehensive first year experience programs, that also include new transfer students, are in place and upgrade as needed	Deans	Spring 2016

4. Assess the effectiveness of the current academic advising models and modify/upgrade academic advising system	VP for Academic Affairs & Deans	Spring 2016; Jeanne Stevenson has started a work group on academic advising
5. Maintain excellent academic support services and proactively assist students to access these services (e.g., math and writing labs, tutorials, supplemental instruction for difficult required courses, etc.)	VP for Academic Affairs & VP for Student Affairs and Enrollment Management	Spring 2016; A search for the new Director of Academic Support and Access Programs position is underway with a projected completion of the search by Nov. 2015
6. Consider developing Pathway programs for student groups who need additional academic skills to be successful	VP for Academic Affairs & Deans	Spring 2016
7. Frontload the best teaching faculty and advisors in the first and second year and in key classes	Deans	Fall 2016
8. Identify underprepared students and consider developing mandatory programs to help them succeed academically (e.g., summer bridge programs, required courses for students on academic warning/probation, etc.)	VP for Academic Affairs & VP for Student Affairs and Enrollment Management	Fall 2016
9. Develop a comprehensive sophomore year experience that prepares undecided students for majors and specific academic	VP for Academic Affairs & Deans	Fall 2016

plan for all second year students to complete their degrees in four years		
10. Identify students who left the university in good standing and develop tactics to recruit them back or help them to continue their education while being away (“Leaving the university, let UI go with you”)	VP for Academic Affairs	Fall 2017
11. Consider developing a concierge service to provide a more holistic support for students	EMC	Fall 2017

Objective C: Build the infrastructure to support the 50% enrollment growth

A) Leverage Resources

Strategies	Point person/group	Status
1. Develop a financial model that takes into account fixed and marginal costs to educate a student and identify appropriate fees that lead to increased student enrollment and net tuition revenue	Deans	In process; EMC to explore this concept in October with Deans Kurt Pregitzer, John Foltz, and Mario Reyes leading the discussion, and also working with our Noel Levitz consultant, Audrey Matson

2. Review existing scholarship policies and procedures (e.g., national merit scholars, weighted GPA, pricing structure based on capacity, reinvestment of marginal revenue, required GPA to maintain scholarships, comparison of our Financial Aid package to direct competitors, etc.) to determine efficacy & ROI, and make necessary modifications to scholarship awards	EMC	In process, EMC reviewed and considered changing the full funding of the National Merit Scholars and decided to keep it as has been, will consider other ways to increase scholarships for high talented students to compete with competitors
3. Explore developing special scholarships for out of state students (e.g., Reconsider WUE for where we have capacity, etc.)	EMC	In process; exploring reinstituting WUE and WUE Plus for Washington and Oregon
4. Explore tuition benefit for employees' dependents	EMC	Spring 2016

B) Strengthen the University of Idaho brand

Strategies	Point person/group	Status
1. Use outcomes from ASQ , CIRP, NESSE, and the 2013 UMC Marketing survey to determine UI areas of strengths & potential marketing edge	UCM	In process; ASQ and NESSE data have been reviewed, plan being drafted to improve marketing of the UI

2. Clarify areas of distinction and excellence and develop PR campaign	EMC & UCM	In process; EMC to meet with Stefany Bales, Executive director of UCM, in Sept.
3. Develop a university-wide Branding campaign with the initial focus being student recruitment	UCM	Fall 2015
4. Develop processes that lead to timely degree completion (e.g., “15 to Finish” initiative)	VP for Academic Affairs & Deans	In process; Jeanne Stevenson has been discussing 15 to Finish Initiative with a work group
5. Focus on gathering outcomes data on graduates of the UI	Career Services & Colleges	In process; Career Services has launched a new survey of May 2015 graduates via The Outcomes Survey by CSO Research Inc. Graduates are surveyed 4 times, May, July, Oct, Jan. The same survey will be used to follow up on employment status of alumni after 1 year out and 5 years out. Also reviewed the outcomes of the 2015 GSS (graduating student survey) conducted through UI’s Institutional Research and Assessment office
6. Revamp, upgrade UI presentation on all media (print, video, You Tube, Facebook, etc.) and make the UI website more student friendly	UCM	In process; UI websites updated and moved to responsive mode especially for smart phone and tablet access
7. Plan, offer, and market flexibility in degree completion including a three-year bachelor’s degree, credit for prior learning, etc.	EMC	Fall 2016

C) Create useful data

1. Identify majors where students tend to switch out and develop a process that positively guides students towards a new degree path within the UI	Institutional Research & VP for Academic affairs	In process; Dale Pietrzak, Director of Institutional Research and Assessment, has identified the majors most often changed by students
2. Track retention of cohort groups (e.g., by majors, undecided, under-represented, by campus residency, athletes, late admits, etc.) and develop targeted programs for low retention groups	Institutional Research & VP for Academic affairs	In process; Dale Pietrzak, Director of Institutional Research and Assessment, has begun to identify retention by cohorts starting with campus residency, gender, ethnicity
3. Identify classes that have largest impact on student retention	Institutional Research	Spring 2016
4. commission SSRU to find out why students are staying or leaving our programs/colleges including exist interviews	EMC	Spring 2016

2015-16 Committee Appointment Changes

Changes to Senate Committees since those approved at 3/31/15 senate meeting.

Committee/reason	Vacancy/appointment
Safety & Loss: Natural Resources	Rob Keefe (FRFS)(CNR)—(2018)
Scientific Misconduct: Celeste Brown (tenure required)	Pending (2018)
UCC: A&A	Matt Brehm (Architecture)—(2018)
UCGE: David Paul, Movement Science (Education)(declined) Berna Devezer (Business & Econ)(has class during the committee's meeting time 2016)	Cassidy Hall—Education (2018) Shenghan Xu

Student Bar Association

20 Univ. Budget & Finance	Student	Kaycee Royer	Law 2L

Graduate Student Appointments

10 Americans with Disabilities Act Advisory Committee	Student	Yvonne Nyavor	Neuroscience
60 Library Affairs	Student	Pavan Penkey	
76 Safety & Loss Control	Student	Charles Nwamba	Electrical Engineering
87 Teaching & Advising	Student	Edward Flathers	flathers@uidaho.edu
20 Univ. Budget & Finance	Student	Mahalingam Dhamodharan	mdhamodharan@uidaho.edu
91 University Curriculum Committee	Student	Ankan Guria	
93 Student Disciplinary Review Board	Student	Oluwatomisin Orisadipe	
95 University Security & Compliance	Student	Kushal Patel	

Staff Affair Appointments

Administrative Hearing Board	Cindy	Ball	Chemistry 2343
ADA Advisory Committee	Erich	Seamon	PSES/2339
ADA Advisory Committee	Matt	Kitterman	Classroom AV Support 2440
Borah Symposium Committee	Patrick	Freeman	Military Science/2424
Borah Symposium Committee	John	Murray	Education 3080
Univ. Budget & Finance	Paul	Amador	
Univ. Budget & Finance	Mary	George	ITS - 3155
Univ. Budget & Finance	Sacha	Jackson	McCall Outdoor Science/1139
Campus Planning Advisory	Archibald	Harner	Research & Econ. Devl. 3020
Classified Appeal Board	Amy	Norman	Univ. Advancement/3150
Classified Appeal Board (Supervisor)	Chris	Menter	Registrar's/4260
Classified Appeal Board	Amber	Gray	Accounting/3161
Classified Appeal Board	Leah	Knibbe	Academic Support/2537
Arts	Holly	Funk	Univ. Comm. & Mark./3221
Grievance for Student Employees	Michael	Sohns	Vandal Card Office/4265
Grievance for Student Employees (Staff Alt.)	Joshua	Peak	Animal Science/2090
Ubuntu	Eric	Matson	Idaho Commons 2540
Ubuntu	Carolyn	Todd	Law Library/2324
Parking	Lori	Bonner	Law Library/2324
Parking	Diane	McGarry	JAMM/3178

Parking	Alecia	Hoene	Env. Sci. 3006
Safety & Loss	Todd	Perry	Risk Management/2281
University Compliance Security Committee	Gary	Thompson	MOSS/1139

ASUI Appointments

Administrative Hearing Board	Austin		Blacker
Americans with Disabilities Act Advisory Committee	Izaiah		Dolezal
Univ. Budget & Finance	Max		Cowan
Committee on Committees	Max		Cowan
Facilities Scheduling Policy Committee	Caitlin		McDevitt
Facilities Scheduling Policy Committee	Katherin		Pope
Arts	Kate		Ricart
Arts	Zoe		Ball
Grievance Comm. for Stud. Empl.	Taylor		Willey
Grievance Comm. for Stud. Empl.	Kailey		Holt
Grievance Comm. for Stud. Empl.	Keely		Snow
Grievance Comm. for Stud. Empl. (Alt.)	Joe		Madsen
Information Technology Committee	Zachary		Spence
Ubuntu	Vivi		Gonzalez
Ubuntu	Izaiah		Dolezal
Library Affairs Committee	Aran		Burke
Officer Education	Aran		Burke
Parking	Joe		Madsen
Parking	Austin		Karstetter
Safety & Loss Control	Jacob		Hruska
Student Financial Aid	Stetson		Holman
Student Financial Aid	Jacob		Duncan
University Committee for General Education	Katie		Bartles
University Committee for General Education	Cruz		Botello
University Curriculum Committee	Brianna		Larson
University Curriculum Committee	Austin		Blacker
University Judicial Council	Max		Cowan
University Judicial Council	Stetson		Holman
University Judicial Council	Tanner		Beymer
University Judicial Council	Rosemary		Coldsnow
University Judicial Council	Melissa		Richards
University Security & Compliance Committee	Max		Cowan
University Security & Compliance Committee	Jacob		Hruska

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)
[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: ____________________

Administrative Procedures Manual [APM] ☐ Addition ☑ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **40.31 -- Facilities – Tree Memorial & Recognition Program**

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): Charles M. Zillinger — November 3, 2014
(Please see FSH 1460 C) Name / Date
Telephone & Email: **charlesz@uidaho.edu – 885-6633**

Policy Sponsor: (If different than originator.) Brian Johnson — November 3, 2014
Name / Date
Telephone & Email: **johnsonb@uidaho.edu November 3, 2014**

Reviewed by General Counsel _x__Yes ____No Name & Date: _Kent E. Nelson___________________

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual. **The UI campus landscape is an aesthetically pleasing, pastoral greenspace for the enjoyment and edification of all the campus users. Because of increased requests for donor/naming opportunities and the relatively inexpensive cost for Recognition/Commemorative trees, adjustments need to be made to preserve the overall campus aesthetic and reduce the number of plaques accruing across the campus landscape. The Recognition/Commemorative Tree Program was established to help the Facilities Landscape team improve and maintain the campus landscape to a higher professional standard, as well as to honor and recognize those various people, groups, and organizations who have promoted UI's mission. This program was never intended to become a low cost naming opportunity for anyone to ascribe to because of its affordability. Naming opportunities on campus should not be cheap or offered indiscriminately.**

II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have? **It will cost donors more to plant a signed/plaqued Commemorative tree on campus. And, this type of acknowledgement will be limited to those who have significantly promoted and fostered the success of the university by making a major, substantial and long term positive impact to the university and its programs. The majority of Recognition tree plantings will be offered to those who are members of the UI family/tradition and they will have the opportunity to plant a tree, receive a certificate, have a ceremony, and the location of the tree will be mapped on an interactive website. Limiting the number of plaques will allow us to maintain a higher quality campus aesthetic as well. The cost of any other naming opportunity on campus is significantly higher, and we need to keep the honor of having a "named" item on campus in proper proportion to the other donor opportunities available.**

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change. **This will impact the Arboretum Tree Donor Policy and will be cloned to match the wider Campus Policy.**

IV. **Effective Date:** **Implementing as of January 1, 2015**

If not a minor amendment forward to: ____

Policy Coordinator Appr. & Date: ______________ *[Office Use Only]*	*FSH*	Track # ______________
APM	Appr. ______________	Date Rec.: _____________
F&A Appr.: _______	FC ____________	Posted: t-sheet __________
[Office Use Only]	GFM ____________	h/c ___________
	Pres./Prov. __________	web___________
	[Office Use Only]	Register: ______________
		(Office Use Only)

40.31 ~~--~~– **Tree Recognition and Commemorative Program** ~~**Tree Memorial and Recognition Program**~~
~~Last updates October 14, 2014~~ ~~November 14, 2014~~April 2015 (rewrite)

A. **General**. The University of Idaho recognizes the value of a campus well-~~-~~endowed with healthy and vibrant trees and wishes to create opportunities for trees to be planted and placed on campus for various patrons, groups, events, and organizations. Recognition are for those entities who have been part of the UI family and/or those who have significantly ~~recognizes the importance of honoring university patrons, groups, events, and organizations by creating opportunities for trees and plaques to be placed in memorial or recognition of those who/which have~~ promoted and fostered the success of the university, making substantial and long term positive impact to the university and its programs. This document ~~program~~ summarizes ~~provides~~ the process by which trees can be planted in honor of a patron, group, or organization with ~~and~~ the act acknowledged by either a recognition certificate or a plaque placed at the foot of the tree.

A-1. **Eligible Participants**. Persons, groups, events, or organizations directly affiliated with the University of Idaho or its established traditions, may be so honored on the grounds of the university, Moscow campus.

A-2. **Recognition/Commemorative** ~~**Tree Memorial/Recognition Plaque**~~ **Tree Requests**. In addition to planting a new tree at available campus landscape sites, ~~Requests for a memorial or recognition plaque for placement near a~~ recently ~~established~~ or newly planted ~~campus landscape~~ trees withing the campus landscape may also be selected as a Recognition or Commemorative tree— [3 inches or less in trunk caliper size]. ~~are reviewed by the Memorial/Recognition Review Committee.~~ [*Note: Arboretum and golf course locations are excluded from this policy.*]

Designation of the proper category for a particular honoree is determined by the Recognition/Commemorative Policy Group whiche includes the ~~, which is made up of the University's~~ AVP for Facilities, ~~The~~ Architectural & Engineering Services Director, and ~~the~~ Landscape & Exteriors Services Director. ~~Our standard bronze plaque is 5 inches by 10 inches. Text selections for the plaque must follow UI standards and guidelines concerning content, titles, font, and punctuation. Tree Memorial/Recognition Request forms [See online request form] are also available from the Facilities Landscape Department at (208) 885-6734 or landscape@uidaho.edu.~~ ~~*[ed. 10-14]*~~

1.) **Recognition Category -** The preponderance of honorees will fall into the Recognition Category where a suitable tree will be planted or selected; a certificate of recognition will be presented to the honoree or family members; the tree will be sc̶ited on the UI Campus Interactive Map; and the donor sponsored planting ceremony may be held if the donor or honoree desires one.

2.) **Commemorative Category** – For those honorees or dignitaries that are selected for this category, besides all of the items mentioned in the Recognition Category, an inscribed bronze plaque will be placed at the foot of the tree as well. A standard bronze plaque that is 6 inches by 11 inches is used. Text selections for the plaque must follow UI standards and guidelines concerning content, titles, font, and punctuation~~.~~ *(see Plaque Inscription Guidelines Below).* The plaque text is reviewed, edited, and approved by the Recognition/Commemorative Policy Group to conform to all UI standards mentioned.

~~Please fill out the~~ **Recognition/Commemorative Tree Request Form** is located on the~~which can be found below,~~ ~~online or requested from the~~ Facilities Landscape Department website. ~~(landscape@uidaho.edu or 208-885-6246).~~

A-3. **Tree Selections**. The Campus Horticulturist at UI Facilities determines which tree species or cultivars would best fit any given site for a Recognition/Commemorative tree planting. Often, several possible choices are available, and the donor may suggest other possibilities as well. Other locations are more restrictive and require the planting of a particular species/cultivar to match and blend in with the plantings already in place. These options will be discussed when viewing the available tree planting sites. Final tree selection is always determined by the Campus Horticulturist to best meet the overall landscape goals and objectives for campus.

Commented [TA1]: Provide link to site, remove form from below. http://www.uidaho.edu/facilities/les/trees

~~UI Landscape Department at Facilities provides a "Tree List" of appropriate tree species/cultivars/sizes, for consideration and selection and will order the tree(s) upon selection and payment. Tree types chosen from this list are preferred, but others may be requested by the donor, subject to approval by the Landscape Department. *[rev. 10-14]*~~

A-4. **Site or Planting Locations**. The UI Landscape Department at Facilities will offer one or more appropriate planting sites for consideration to the requestor(s). These sites are selected on the basis of future construction, species needs, soil types, and growth area needed for the tree(s). Tree location near a particular building or area will be considered upon request, but if these spaces are filled or inappropriate, the Landscape Department will determine acceptable alternate sites or species. *[ed. 10-14]*

Currently the Administration Lawn is reserved solely for dignitary and commemorative tree planting only, because of the very limited number of tree planting sites available. Most of the inner campus core is also limited at this time to replacement tree planting sites. The outer campus core has a wider variety of planting sites available *(see also Section A-7).*

A-5. **Fee for Selected Memorial/Recognition Tree and Plaque**. The fee for a Recognition Category Tree is $2,500 and~~. The fee for~~ a Commemorative Category Tree is $5,000. ~~Memorial/Recognition tree and plaque is $2,500.~~ This fee covers the cost of the tree, ~~an all related~~ certificate, ~~the~~ plaque, and ~~the~~ installation costs~~-of each~~. Long term care for the tree will be provided by the university. The r~~R~~emaining funds will be placed into the UI Tree and Shrub Endowment fund. This fund is dedicated to the purchase of new and replacement trees and shrubs to enhance the entire university campus landscape and will be used to replace a Recognition/Commemorative tree ~~memorial/recognition tree~~, should it perish prematurely~~.~~ *(~~W~~within the first 10 years of planting.)*

~~Larger specimen trees may be selected and planted on campus, but cost and survivability risks are considerably higher. The prices for planting a larger caliper specimen tree are assessed for each individual request by the Landscape Department. *[rev. 1-08]*~~

A-6. Plaque Inscription Guidelines.

- Maximum of seven (7) lines per plaque.
- Maximum of forty-six (46) characters per Line, including spaces.
- No graphics or artwork allowed, though association logos will be considered if they will fit.
- No titles allowed with the person's name on this line.
- Quote or Saying must be short, dignified, and relevant to the person or event being honored.
- Layout as shown on website~~below~~.

~~Tree Name – Common~~
~~Tree Name – Scientific~~
~~Salutation~~
~~Person or Event Name~~
~~Title or Reference (ie College of _______~~
~~Open Line for a Quote or Saying~~
~~Year~~

Commented [TA2]: Facilities Landscape website, where tree request form is also located.

http://www.uidaho.edu/facilities/les/trees

A-7~~6~~. **Recognition/Commemorative~~TMemorial/Recognition~~ Plaque Archives**. Trees have a natural life span, usually between 25 and 100 years. When a Recognition/Commemorative ~~Memorial/Recognition~~tree reaches the end of its natural life span or suffers damage or loss that requires its removal, that planting site becomes available again for a new tree planting opportunity. ~~on the UI campus, it will be removed.~~ At that ~~this~~ time, if there is a plaque associated with the removed tree, the plaque will also be removed and placed in the Archives of the University of Idaho, unless another individual, group, or organization wishes to sponsor a new Recognition/Commemorative~~Memorial/Recognition~~ tree to be located at the site with the original ~~with the~~ plaque. This process allows for continuing opportunities for new Recognition/Commemorative ~~Memorial/Recognition~~ trees to be placed on campus in perpetuity, while maintaining a record of all those honored in the past. The UI Campus Interactive Map will also show that the tree has been removed from the site at this time, but will still contain the original donor information.

~~A-87. **Tree Groves and Preserved Campus Open Spaces**. The UI landscape is a relatively mature landscape with few remaining places for a Recognition/Commemorative tree plantings. Memorial/Recognition grove or grouping of trees. Many open spaces on campus are in a "preserved" status to maintain the open pastoral quality of campus for future generations to enjoy. of students. Some preserved open space sites include: of the identified sites include: Administration Lawn areas; Academic Mall (from Shattuck Arboretum to the Student Recreation Center); Commons Green; and other highly used and valued open lawn spacesareas. Tree planting will not occur in these areas. Groves or groupings of trees are reserved for university wide events, initiatives, or goals, rather than for individual persons. A grove/group must contain a minimum of three (3) trees. Cost is $1,000/tree in the grove or group, and only one plaque will represent the particular grove/group. *[rev. 10-14]*~~

~~A-8. **Garden and Planting Bed Sites**. It is also possible to dedicate niche spaces on campus for Dedication or Memorial Plantings. Small gardens or planting beds (under 200 square feet in area) that occur around campus at various sites may be used for such purposes. These types of sites may include one (1) small tree and/or a mix of shrubs and perennials.~~

~~i) The guidelines for these types of dedicated areas follow the tree memorial guidelines, with an exception; due to the increased labor maintenance the fee for these types of plantings is $3,000. [Note: The lifespan of a shrub/garden area is much shorter than that of a tree. Other environmental impacts of these areas can also greatly influence the growth and health of the plant materials selected. Since our primary goal is to maintain a beautiful campus, removal of non-successful plants and replanting of more tolerant plants in any dedicated area remains an option available to the UI Landscape Division.] *[rev. 10-14]*~~

~~**University of Idaho**~~

~~**Recognition/Commemorative Tree Request Form**~~

~~This form may be completed by/for those interested in planting a tree on the University of Idaho Moscow campus in recognition or commemoration of a person, group, event, or organization directly affiliated with the University or its established traditions, per the UI Recognition/Commemorative Tree Program. This request should be completed and returned, well before the dedication event deadline, recognizing that **6 to 8 weeks** are required for tree ordering and/or plaque preparation. Text selections for the plaque must follow UI standards and guidelines concerning content, titles, font, & punctuation, and will be reviewed, edited, and approved by the Recognition/Commemorative Policy Group. [Note: Order cancellation may result in penalty charges.] Questions/concerns may be directed to the UI Facilities Landscape Director or Campus Horticulturist, (208) 885-6246. Thank you.~~

~~Prepared by: Date: Payment Method~~

~~Requested by:~~

~~**Requested for**:~~

~~Plaque Text: Please attach correct spelling of honoree/s names; titles; and proposed text. Format of plaque will follow closely that which is shown below. (*Draft Text will need to be reviewed and signed off by Requestor, before plaque order goes to foundry.*)~~

Commented [at3]: Facilities has decided to abandon this type of commemorative planting due to lack of interest.

Commented [ZC(4]: Because of the lack of interest in this particular type of Recognition/Commemorative opportunity, we are abandoning the A-8 concept.

Commented [TA5]: Suggest removing this form and putting/maintaining it on Facilities website in appropriate landscape section.
Facilities agrees, this form will be removed and put on their website.

~~*(Please Note: Possible tree species and cultivar selections are discussed with the requestor as to potential types to be planted. Final choice is determined by Facilities staff. Final Tree Location & Text Submissions must be approved by the Requestor; the Facilities AVP; the Facilities AES Director; and by the Landscape Department before plant or plaque orders are submitted.)*~~

~~Desired Location if Known:~~ ____________________

~~Alternate Desired Location:~~ ____________________

~~Event Date:~~ ____________________

~~Additional Comments:~~ ____________________

____

~~**THIS BOX FOR USE BY RECOGNITION/COMMEMORATIVE POLICY GROUP ONLY**~~

~~Approval (please initial as identified)~~

_____ ~~Facilities Assistant Vice President~~

_____ ~~Architectural & Engineering Services Director~~

_____ ~~Landscape and Exterior Services Director~~

~~Recognition Tree~~_________ ~~Commemorative Tree~~_________ ~~*Select One Please*~~

40.31 – Tree Recognition and Commemorative Program
April 2015 (rewrite)

A. **General**. The University of Idaho recognizes the value of a campus well-endowed with healthy and vibrant trees and wishes to create opportunities for trees to be planted and placed on campus for various patrons, groups, events, and organizations. Recognition are for those entities who have been part of the UI family and/or those who have significantly promoted and fostered the success of the university, making substantial and long term positive impact to the university and its programs. This document summarizes the process by which trees can be planted in honor of a patron, group, or organization with the act acknowledged by either a recognition certificate or a plaque placed at the foot of the tree.

A-1. **Eligible Participants**. Persons, groups, events, or organizations directly affiliated with the University of Idaho or its established traditions, may be so honored on the grounds of the university, Moscow campus.

A-2. **Recognition/Commemorative Tree Requests**. In addition to planting a new tree at available campus landscape sites, recently or newly planted trees within the campus landscape may also be selected as a Recognition or Commemorative tree [3 inches or less in trunk caliper size]. [*Note: Arboretum and golf course locations are excluded from this policy.*]

Designation of the proper category for a particular honoree is determined by the Recognition/Commemorative Policy Group which includes the AVP for Facilities, Architectural & Engineering Services Director, and Landscape & Exteriors Services Director.

1.) **Recognition Category -** The preponderance of honorees will fall into the Recognition Category where a suitable tree will be planted or selected; a certificate of recognition will be presented to the honoree or family members; the tree will be sited on the UI Campus Interactive Map; and the donor sponsored planting ceremony may be held if the donor or honoree desires one.
2.) **Commemorative Category** – For those honorees or dignitaries that are selected for this category, besides all of the items mentioned in the Recognition Category, an inscribed bronze plaque will be placed at the foot of the tree as well. A standard bronze plaque that is 6 inches by 11 inches is used. Text selections for the plaque must follow UI standards and guidelines concerning content, titles, font, and punctuation *(see Plaque Inscription Guidelines Below).* The plaque text is reviewed, edited, and approved by the Recognition/Commemorative Policy Group to conform to all UI standards mentioned.

Recognition/Commemorative Tree Request Form is located on the Facilities Landscape Department website.

A-3. **Tree Selections**. The Campus Horticulturist at UI Facilities determines which tree species or cultivars would best fit any given site for a Recognition/Commemorative tree planting. Often, several possible choices are available, and the donor may suggest other possibilities as well. Other locations are more restrictive and require the planting of a particular species/cultivar to match and blend in with the plantings already in place. These options will be discussed when viewing the available tree planting sites. Final tree selection is always determined by the Campus Horticulturist to best meet the overall landscape goals and objectives for campus.

A-4. **Site or Planting Locations**. The UI Landscape Department at Facilities will offer one or more appropriate planting sites for consideration to the requestor(s). These sites are selected on the basis of future construction, species needs, soil types, and growth area needed for the tree(s). Tree location near a particular building or area will be considered upon request, but if these spaces are filled or inappropriate, the Landscape Department will determine acceptable alternate sites or species. *[ed. 10-14]*

Currently the Administration Lawn is reserved solely for dignitary and commemorative tree planting only, because of the very limited number of tree planting sites available. Most of the inner campus core is also limited at this time to replacement tree planting sites. The outer campus core has a wider variety of planting sites available *(see also Section A-7).*

A-5. **Fee for Selected Memorial/Recognition Tree and Plaque**. The fee for a Recognition Category Tree is $2,500 and a Commemorative Category Tree is $5,000. This fee covers the cost of the tree, certificate plaque, and installation costs. Long term care for the tree will be provided by the university. The remaining funds will be placed into the UI Tree and Shrub Endowment fund. This fund is dedicated to the purchase of new and replacement trees and shrubs to enhance the entire university campus landscape and will be used to replace a Recognition/Commemorative tree, should it perish prematurely *(within the first 10 years of planting.)*

A-6. Plaque Inscription Guidelines.

- Maximum of seven (7) lines per plaque.
- Maximum of forty-six (46) characters per Line, including spaces.
- No graphics or artwork allowed, though association logos will be considered if they will fit.
- No titles allowed with the person's name on this line.
- Quote or Saying must be short, dignified, and relevant to the person or event being honored.
- Layout as shown on website.

A-7. **Recognition/Commemorative Plaque Archives**. Trees have a natural life span, usually between 25 and 100 years. When a Recognition/Commemorative tree reaches the end of its natural life span or suffers damage or loss that requires its removal, that planting site becomes available again for a new tree planting opportunity. At that time, if there is a plaque associated with the removed tree, the plaque will also be removed and placed in the Archives of the University of Idaho, unless another individual, group, or organization wishes to sponsor a new Recognition/Commemorative tree to be located at the site with the original plaque. This process allows for continuing opportunities for new Recognition/Commemorative trees to be placed on campus in perpetuity, while maintaining a record of all those honored in the past. The UI Campus Interactive Map will also show that the tree has been removed from the site at this time, but will still contain the original donor information.

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)
[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: ______________________

Administrative Procedures Manual [APM] X Addition ☐ Revision* ☐ Deletion* X Emergency
Minor Amendment ☐
Chapter & Title: **APM 45.23 Dual Use Research of Concern**

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): **Kathryn Barker** **8.21.2015**
(Please see FSH 1460 C) Name Date
Telephone & Email: **885-7258, kpbarker@uidaho.edu**

Policy Sponsor: (If different than originator.) Arch Harner 8.21.2015
Name Date
Telephone & Email: **885-2142, aharner@uidaho.edu**

Reviewed by General Counsel _X__Yes ____No Name & Date: __Casey Inge _____8.29.2015_____________________________

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
Necessary for University compliance with federal Dual Use Research of Concern Policy.

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

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.
APM 35.11 (Biohazard Safety) and 45.20 (Select Agents and Toxins)

IV. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
Effective September 23, 2015 per federal policy

If not a minor amendment forward to: ______________________________

Policy Coordinator
Appr. & Date:
____
[Office Use Only]

APM
F&A Appr.: _______
[Office Use Only]

FSH
Appr. ______________
FC ______________
GFM ______________
Pres./Prov. __________
[Office Use Only]

Track # _______________
Date Rec.: _____________
Posted: t-sheet ___________
h/c ___________
web___________
Register: ______________
(Office Use Only)

APM 45.23—Dual Use Research of Concern

Created/updated: July 7, 2015

Preamble: *This policy, and the related policies and procedures described herein, is intended to ensure that any life sciences research undertaken at the University that may entail Dual Use Research of Concern ("DURC") is identified and conducted pursuant to University research missions and applicable federal laws and policies.*

Contents:

A. Definitions.

A-1. Life Sciences pertains to living organisms (e.g., microbes, human beings, animals, and plants) and their products, including all disciplines and methodologies of biology such as aerobiology, agricultural science, plant science, animal science, bioinformatics, genomics, proteomics, microbiology, synthetic biology, virology, molecular biology, environmental science, public health, modeling, engineering of living systems, and all applications of the biological sciences. The term is meant to encompass the diverse approaches to understanding life at the level of ecosystems, populations, organisms, organs, tissues, cells, and molecules.

A-2. Dual Use Research means research conducted for legitimate purposes that generates knowledge, information, technologies, and/or products that could be utilized for both benevolent and harmful purposes.

A-3. Dual Use Research of Concern ("DURC") means life sciences research that, based on current understanding, can be reasonably anticipated to provide knowledge, information, products, or technologies that could be directly misapplied to pose a significant threat with broad potential consequences to public health and safety, agricultural crops and other plants, animals, the environment, material, or national security.

A-4. Institutional Review Entity ("IRE") means a committee established and empowered to execute the federal requirements for DURC identification, reporting, and oversight. The Institutional Biosafety Committee ("IBC") is designated as the University IRE and, when functioning as the IRE, its membership shall be constituted in a manner that complies with federal DURC policy.

A-5. Institutional Contact for Dual Use Research ("ICDUR") means the individual designated to serve as an institutional point of contact for questions regarding compliance with and implementation of the requirements for the oversight of DURC as well as the liaison (as necessary) between the institution and the relevant federal funding agency. The Vice President of Research and Economic Development is designated as the University ICDUR.

B. Policy.

B-1. Introduction. The University, in pursuit of life sciences research, may on occasion undertake research that qualifies as Dual Use Research of Concern ("DURC"). Life sciences research that qualifies as DURC is beneficial to increase public and scientific understanding of the biology of pathogens and has numerous other benefits. Identifying particular life sciences research that qualifies as DURC preserves the benefits of this research while minimizing the risk of misuse of the knowledge, information, product, or technologies provided by such research. Federal policy requires the University to identify research which may qualify as DURC, to implement measures to mitigate the risk that DURC is used in a manner that results in harm, and to report any research thought to qualify as DURC to the National Institutes of Health (NIH) or other federal funding agency. A designation of research as DURC does not necessarily mean that the research should not be conducted or communicated. This policy is to ensure University compliance with federal policies regarding DURC.

B-2. Policy. A principal investigator ("PI") who intends to conduct life sciences research using one or more of the 15 agents or toxins listed in Section B-2.a. ("DURC Agents and Toxins") must, prior to engaging in such research, notify and obtain approval from the IBC, in accordance with University biohazard safety policies (see APM 35.11 and APM 45.20). Notification by the PI shall include a preliminary assessment of whether the proposed research aims to produce, or is reasonably anticipated to produce one or more of the effects listed in Section B-2.b. ("Categories of Experiment").

In the event that the IBC, acting as the IRE, determines that proposed or ongoing life sciences research meets the definition of DURC, the PI shall:

- work with the IBC, in its role as the IBC, and the appropriate federal agency, to assess the dual use risks and benefits of the DURC and to develop risk mitigation measures;
- understand and comply with all institutional and federal requirements for oversight of DURC;
- work with the IBC to ensure that all laboratory personnel (*i.e*. those under the supervision of the laboratory leadership) have received education and training on DURC, including but not limited to training on the implementation of the approved risk mitigation plan;
- conduct DURC in accordance with the provisions of a risk mitigation plan approved by the IBC; and
- communicate the results of DURC in a manner that complies with the approved risk mitigation plan.

No PI may conduct life sciences research that the IBC has determined to be DURC, except in accordance with a risk mitigation plan approved by the IBC and the appropriate federal agency.

B-2 a. DURC Agents and Toxins:

1. Avian influenza virus (highly pathogenic)
2. *Bacillus anthracis*
3. Botulinum neurotoxin (in any quantity)
4. *Burkholderia mallei*
5. *Burkhulderia pseudomallei*
6. Ebola virus
7. Foot-and-mouth disease virus
8. *Francisella tularensis*
9. Marburg virus
10. Reconstructed 1918 Influenza virus
11. Rinderpest virus
12. Toxin-producing strains of *Clostridium botulinum*
13. Variola major virus
14. Variola minor virus
15. *Yersinia pestis*

B-2 b. DURC Categories of Experiment:

1. Enhances the harmful consequences of the agent or toxin
2. Disrupts the immunity or the effectiveness of an immunization against the agent or toxin without clinical and/or agricultural justification
3. Confers to the agent or toxin resistance to clinically and/or agriculturally useful prophylactic or therapeutic interventions against that agent or toxin or facilitates their ability to evade detection methodologies
4. Increases the stability, transmissibility, or the ability to disseminate the agent or toxin
5. Alters the host range or tropism of the agent or toxin
6. Enhances the susceptibility of a host population to the agent or toxin
7. Generates or reconstitutes an eradicated or extinct agent or toxin listed above.

C. Scope of Authority and Responsibility for Review, Approval, Reporting, and Monitoring of DURC.

C-1. IBC. The IBC shall serve as the University IRE and shall have primary responsibility for ensuring compliance with this policy and federal requirements for DURC. The IBC shall review proposed University research with biohazards, including its potential as DURC, in accordance with APM 35.11 and 45.20. All potential DURC, as initially identified by the PI, requires a DURC review by the IBC. The IBC must verify that at least one DURC agent or toxin will be used in a way that may produce at least one of the categories of experiment. If verified, the IBC shall perform a full risk assessment of the proposed research and make a final determination whether research meets the definition of DURC. The IBC will notify the PI and the Institutional Contact for Dual Use Research ("ICDUR"), in writing, of the results of a DURC review.

The IBC, through the ICDUR, shall then notify the appropriate federal funding agency within thirty (30) days of a completed DURC review. In the case of research not funded by a federal agency, such notice and any approval or subsequent notification shall be provided to the NIH. Initial notification by the IBC shall include:

- the grant or contract number related to the research (if the research is funded by the U.S. Government);
- the name(s) of PI(s);
- the name(s) of the agent(s) listed in B-2.a. being utilized in proposed research;
- a description of why the research is deemed to produce one or more of the experimental effects listed in B-2.b.; and,
- for research that is determined by the IBC to meet the definition of DURC:
    - the name of the investigator (if different from the PI) responsible for the performance of the DURC; and
    - a description of the IBC's basis for its determination.

Within ninety (90) days of a confirmed DURC determination, the IBC shall provide to the appropriate federal agency a draft risk mitigation plan for review and approval. The plan will be developed jointly by the ICDUR, IBC, PI, and federal agency and should include consideration of the anticipated benefits as well as risk of the research.

Upon approval of the risk mitigation plan by the federal agency, the IBC shall approve the plan on behalf of the University and provide notice of the approved plan to the PI. The IBC shall ensure institutional implementation and ongoing compliance with the approved risk mitigation plan.

The IBC shall review, at least annually, all active risk mitigation plans.

The University PI shall be responsible for timely notification to the IBC of any changes to the research. The IBC shall notify the appropriate federal agency of any change in the status of a DURC project at the University within thirty (30) calendar days. Changes to an approved risk mitigation plan must be approved by the federal agency prior to approval by the IBC and implementation at the University.

C-2. The Vice President for Research and Economic development, who serves as the ICDUR, shall have ultimate institutional responsibility for ensuring that all regulatory and programmatic requirements for the conduct of DURC at the University are met.

D. Contact Information. For further information regarding implementation of this policy, contact the Office of Research Assurances, the Institutional Biosafety Committee, or visit the IBC website.

University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #2

3:30 p.m. - Tuesday, September 1, 2015
Brink Hall Faculty-Staff Lounge & Scopia

Order of Business

I. Call to Order.

II. Minutes.
- Minutes of the 2014-15 Faculty Senate Meeting #28, April 28, 2015 (vote)
- Minutes of the 2015-16 Faculty Senate Meeting #1, April 28, 2015 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.
- 2014-15 Senate Annual Report from the Faculty Secretary's Office (Crowley)

VII. Committee Reports.

VII. Special Orders.
- Summer Graduates (vote)
- Secretary to the Faculty Senate – FSH 1520 V Section 3 (see FAQs)(Teal)(vote)
- Election to Specific Senate Committees (Teal)(vote)
- Retreat Review

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments:
Minutes of 2014-2015 FS Meeting #28
Minutes of 2015-2016 FS Meeting #1
2014-15 Senate Annual Report
Summer Graduates
Election Memo
Retreat Minutes
Senate FAQs

University of Idaho
Faculty Senate Meeting Minutes
2014-2015 Meeting #28, Tuesday, April 28, 2015

Present: Aiken (w/o vote), Brewick, Caplan, Couture (Boise), Crowley (w/o vote), Earl, Flores, Foster, Frey, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Jeffery, Karsky, Kennelly, Lowe, Mahoney, Murphy, Qualls, Safaii, Stauffer, Stoll, Teal, Wolf, B. , Wolf, K., Ytreberg. **Absent:** Boschetti, Brandt, Chung, Nyavor, Perret.
Guests: 6

The Chair called Faculty Senate meeting #28 to order at 3:33. There was difficulty in connecting to the Senators at other sites. Eventually we were able to connect. A motion (Mahoney/Brewick) to approve the minutes for meeting #27 was approved.

Chairs Report: Chair Ytreberg noted that this was our last meeting for the year. Around 4:30 the first meeting of next year's Senate will convene for the purpose of electing a new Chair and Vice Chair. The Chair reminded everyone that the University Faculty Meeting is next Tuesday (May 5th) at 3:00. He urged everyone to attend and to remind their constituents to attend so we will be able to obtain a quorum. After connecting with off-site Senators, the Chair congratulated Senator Wendy Couture on receiving tenure. He also noted that Senator Safaii will represent the faculty at the graduation ceremony in Boise and Senator Hiromoto will be our representative for the commencement in Idaho Falls.

Provost Report: Provost Aiken noted that tonight (April 28th) is the Faculty Excellence Event. The Staff Awards event will be next week (May 8th). She encouraged Senators to attend these events to honor our colleagues receiving awards. She also encouraged faculty to attend the commencement ceremony on May 15th. Families enjoyed having the opportunity to meet faculty who have been an important part of their student's education.

FS-15-068: FSH 1640.20 - University Budget & Finance. The Chair invited Professor Pendegraft to discuss proposed changes to UBFC. Professor Pendegraft explained that the proposed changes in A-1 and A-3 were designed to remove elements of the function of UBFC that are not well suited for the committee. In particular he noted that A-3, as currently worded, was more appropriate for the Board of Regents than a faculty committee. Some other changes to titles of those on the committee were primarily editorial. The proposed changes passed unanimously.

FS-15-45rev: FSH 1640.36 & 1640.43—Judicial Committees. These proposed changes refer to the Dismissal Hearing Committee's and the Faculty Appeals Hearing Board. Earlier this year the Senate approved changes to these judicial committees. The Committee on Committee's (ConC) was asked by Counsel to clarify the reference to "or neutral party" in C-2. The ConC dropped the reference to "or neutral party" in C-2 leaving that section stating that "Both parties may have an advisor or counsel at the hearing". These changes passed without objection.

FS-15-069: FSH 3840-Procedures for Faculty Appeals and FS-15-070: FSH-3910-Dismissal and Discipline of Faculty. In order to make these policies consistent with the changes just passed above the words "or an advisor" were added to FSH 3840-D-3 and FSH 3910-D-3d. These proposed changes passed unanimously.

FS-15-054rev: APM 70.23. University International Travel. This APM came to the Senate earlier and is returning in response to suggestions and feedback earlier provided. The revised version is being presented as an FYI today. The Chair introduced Casey Inge to comment on this APM. A Senator suggested that he likes some of the changes but still felt that not all of his concerns had been addressed. In particular he wanted to see more explicit time frames added to B-a, which, as revised, says that faculty should submit all required information 30 days prior to departure but nothing about the time frame required for administrative response. Casey Inge responded that they might have difficulty setting a specific time-frame for review. Some issues like export control are problematic. Kent Nelson suggested that it would be possible to state that approval should be made in a timely fashion and if it can't be done to give notification stating why approval will take longer.

Suicide Awareness. Chair Ytreberg introduced Sharon Fritz faculty in the Counseling & Testing Center to discuss Campus Suicide Prevention. Professor Fritz noted that the Counseling & Testing Center had received a $300,000 federal grant to increase education and awareness of suicide prevention on campus. We know that many students struggle with mental health and about 10% of our students say that they have seriously considered suicide. With the grant they are focusing on implementing evidence based programs to help with suicide awareness. They have an hour long program entitled QPR which is available for faculty and staff both online and in person. The program provides training to recognize the warning signs of suicide and how to question, persuade, and refer someone for help.

They also have a program called "Don't Cancel Your Class" which suggests that instead of canceling a class when a faculty member is away they might call the counseling office to come to their class to make a presentation on suicide awareness and prevention. Finally, there is an 8 hour certification training course available entitled "Mental Health First Aid" which teaches skills to assist someone experiencing a mental health crisis. Professor Fritz encouraged faculty and staff to participate in these programs.

Several Senators noted that they had made use of these programs and found them to be very helpful. They also encouraged their colleagues to take advantage of these opportunities.

University of Idaho's Diversity and Inclusion Statement. The Chair introduced Senator Rodney Frey and Cory Planagan to discuss the new Diversity and Inclusion Statement. They are bringing this statement to the Senate to receive its endorsement. The Chair noted that the version of the statement sent out in this week's packet has been slightly altered and the latest version was sent out in a separate email. Professor Frey stated that the origin of the statement came from a request from the Senate several years ago to create a civility statement. Ultimately this was expanded to include a diversity and inclusion statement. They would like this statement to appear on the University's website and might be included on syllabi. A variety of on-campus groups have endorsed the statement which he perceives as a living document subject to change. A motion (Murphy/Foster) to endorse the statement was made. A Senator inquired whether each of us possesses "diverse qualities and traits" as the statement claims or whether each of us is unique and diversity comes from the collection of unique individuals. Senator Frey stated that he felt both perspectives were accurate and reflected in the statement. Another Senator inquired whether the statement might be better if it stated that faculty and staff should adhere to the ideals in the statement. Professor Frey noted that this would be ideal but that for the moment this was not expected to go into policy but should instead reflect the principles the University seeks to obtain. The Senate endorsed the Diversity and Inclusion Statement with no opposed and one abstention.

Enrollment Management Plan. Chair Ytreberg invited Vice President Jean Kim to discuss an update from the Enrollment Management Council. Ms. Kim introduced a draft of the Strategic Enrollment Management Plan. The Council has spent several months obtaining clarity about the guiding principles essential to developing a long term enrollment plan. The draft contains nine planning principles and, perhaps for symmetry purposes, 9 strategic objectives. The overall goal is to increase UI's enrollment by

50% by 2025. The draft sent to the Senate does not include the specific strategies but she expects that to be completed in the next month. It is hoped that the plan will be operational by fall.
A Senator commented that it was nice to have a plan laid out like this but wondered about funding the various elements in the plan. Vice-President Kim suggested that they have not gotten that far but that implementing the plan would be a collective responsibility. Some elements would have to be directed by central administration and other parts would be the responsibility of the colleges.

A Senator noted that under objective 3 "leveraging undergraduate scholarships" the Council should consider endorsing the Senate proposal to provide tuition waivers to children of faculty and staff.

A Senator wondered about the reference in objective 4 to improve retention by 5% each year. Ms. Kim stated that it was a general goal to increase retention but that such retention would be more appropriate in some areas than others.

A Senator suggested that constituencies of the University Centers in Boise, Idaho Falls and Coeur d'Alene should be consulted and Ms. Kim acknowledged that this was a good idea that should be added.

There was a general discussion of where growth on campus was possible and whether there might be some new majors that might be added. Finally, it was pointed out that the EMC was largely populated by Deans and a Senator suggested that faculty on the front lines might have better insight into where growth is possible. As the discussion concluded Ms. Kim stated that they would be busy translating these goals into action plans and that she would report back in the future.

Sabbatical Leave Nominations. The Senate was presented with the list of those who have been recommended for sabbatical leave for 2016-17. After some discussion as to whether the list was shorter than normal or about average the Senate approved the list with no one opposed and 3 abstentions.

Chair Ytreberg concluded the final meeting of the Senate for this academic year by recognizing those faculty who are serving the last year of their term. Those on there last year included SeAnne Safaii, Russell Qualls, Tom Karsky, Rodney Frey, Larry Stauffer and Chair Marty Ytreberg. The Chair provided those Senators in their last year with a certificate recognizing their service to the Senate. (Note: Student Senators Cody Earl, Michael Lowe, Conner Kennelly and Yvonne Nyavor have also reached the end of their dedicated service to the Senate).

Chair Ytreberg was also presented with a gift certificate and thanked for his dedicated service and commitment to faculty governance with a hearty round of applause from Senators.

Adjournment. A motion to adjourn (Kennelly/Lowe) passed unanimously and the Senate concluded its final meeting for the academic year 2014/2015 at 4:35.

Don Crowley, Faculty Secretary and Secretary to the Faculty Senate

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #1, April 28, 2015

Present: Aiken (w/o vote), Anderson, Barbour, Brewick, Brown, Caplan, Couture (Boise), Crowley (w/o vote), Flores, Foster, Godfrey (Coeur d'Alene), Hrdlicka, Jeffery, Mahoney, Murphy, Nicotra, Stoll, Teal, Wolf K, **Absent:** Brandt, Adams, Boschetti, Chung, Dallas, Folwell, Hiromoto, Perret, St. Claire

A quorum being present, Provost Aiken called the meeting to order at 4:37 pm. New senators were welcomed to the first meeting of the Senate for 2015/2016.

As a first order of business, it was noted that under Article IV Section 2 we will need to suspend the rules to waive the required waiting time after nominations. It was moved and seconded (Brewick/Caplan) to suspend senate bylaws requiring a three-day waiting period between nominations for chair and voting. The motion to suspend the rules passed unanimously.

It was moved and seconded (Foster/Wolf K) to nominate Vice Chair Teal to serve as senate chair. It was moved and seconded (Wolf, Murphy) to close the nominations. It was unanimously voted to close the nominations for Chair. Motion to elect Vice Chair Teal to serve as senate chair for 2015-2016 carried.

It was moved and seconded (Brewick, Foster) to nominate Senator Brandt to serve as vice chair. Senator Brandt who was not present has agreed to serve. Motion to close the nominations carried. After a short delay due to email difficulties the motion to elect Senator Brandt as vice chair for the 2015-2016 senate carried.

It was moved and seconded (Brewick/Foster) to adjourn the meeting at 4:47pm. Motion carried.

Respectfully submitted,

Don Crowley
Secretary to Faculty Senate and Faculty Secretary

TO: 2015-2016 Faculty Senate
FROM: Don Crowley, Faculty Secretary
SUBJECT: Year-End Report for the 2014-2015 Academic Year
DATE: August 4, 2015

Following is the 18th annual report showing the items of discussion and accomplishments of the 2014-2015 Faculty Senate. Important roles for this body include being a sounding board for ideas and a conduit of information to and from the administration, senate-appointed committees, faculty, staff, and students. Faculty Senate met twenty-eight times during the 2014-2015 academic year. This report is intended to provide a summary of Faculty Senate activities for the benefit of the broader UI community. (Numbers in parentheses in parts II, III and IV refer to the Faculty Senate meeting at which the item was taken up.) The University Policy Website provides redline details for all university policy changes at www.webs.uidaho.edu/uipolicy

I. Disposition of Agenda Items:

Item Type	Committee /UI Policy #	Originator (college, office, group; if applicable)	Item	F/S Mtg./Appr. Vote numbers = yes-no-abstentions	Post date (GP#/ Fac.Mtg.)	President	Board
FSH	UP-15-001	Faculty Secretary	**FS-15-001:** FSH 1520 – Constitution of the University Faculty (change senator terms) **FS-15-001rev:** FSH 1520 - Constitution of the University Faculty	9/9/14 #3 appr. w/changes 9/16/14 #4 appr. 19-1-1	UFM 1/15/15 appr.	1/28/15 appr.	4/16/15
FSH	UP-15-002	Faculty Secretary	**FS-15-002:** FSH 1580 – Bylaws of the Faculty Senate (change senator terms) **FS-15-002rev:** FSH 1580	9/9/14 #3 appr. w/changes 9/16/14 #4 appr. 19-1-1	UFM 1/15/15 appr.	1/28/15 appr.	4/16/15
Catalog	UCC-15-004	CALS	**FS-15-003:** Family Cons. Sci. - Change Clothing, Textiles & Design to Apparel, Textiles & Design	9/16/14 #4 appr.	GP#59 appr.	11/19/14 appr.	3/6/15
Catalog	UCC-15-010	Education	**FS-15-004:** Creation of a Teaching Minor (teaching endorsement) online education	9/23/14 #5 appr. 20-0-1	GP#59 appr.	11/19/14 appr.	10/15/14
Catalog	UCC-15-014	UCC	**FS-15-005:** New Bioinformatics and Computational Biology Graduate Level Certificate	9/30/14 #6 (postponed) 10/28/14 #10 appr.	GP#59 appr.	11/19/14 appr.	3/18/15

Catalog	UCC-15-015	Law	**FS-15-006:** Concurrent UI J.D. and BSU M.B.A degree	9/30/14 #6 (postponed) 10/28/14 #10 appr.	GP#59 appr.	11/19/14 appr. w/changes	pending
Catalog	UCC-15-016	Registrar	**FS-15-007:** FSH 4620 - Academic Calendar 2015-28	9/30/14 #6 appr. 20-0-1	UFM 1/15/15 appr.	1/28/15 appr.	n/a
Catalog	UCC-15-017	Registrar	**FS-15-008:** Fall15 & Spring16 Final Exam Schedule	9/30/14 #6 appr. 20-0-1	GP#59 appr.	11/19/14 appr.	n/a
FSH	UP-15-008	Faculty Secretary	**FSH-15-009:** FSH 1520 - Constitution of University Faculty (academic freedom language)	9/30/14 #6 intro. 10/7/14 #7, appr. w/changes 17-0-2	UFM 1/15/15 appr.	1/28/15 appr.	4/16/15
FSH	UP-15-007	ConC	**FS-15-010:** FSH 1640.89 - University Committee for General Education (add Director Academic Advising)	10/7/14 #7 sent to UCGE 16-1-2 10/21/14 #9 appr. 25-0-1	UFM 1/15/15 (FYI)	n/a	n/a
FSH	UP-15-006	ConC	**FS-15-011:** FSH 1640.28 - Committee on Committees	10/7/14 #7 appr. 17-1-1	UFM 1/15/15 (FYI)	n/a	n/a
Catalog	UCC-15-006	Education	**FS-15-012:** Discontinue several Teaching Majors/ Minors	10/14/14 #8 appr. 16-3-4	GP#59 appr.	11/19/14 appr.	3/6/15
Catalog	UCC-15-018a	Education	**FS-15-013:** Teaching minor name change	10/14/14 #8 appr. 22-0-1	GP#59 appr.	11/19/14 appr.	10/15/14
Catalog	UCC-15-027	CLASS	**FS-15-014:** Minor name change - Theatre Design & Technology to Theatre Performance	10/28/14 #10 appr.	GP#59 appr.	11/19/14 appr.	3/6/15
Catalog	UCC-15-028	CLASS	**FS-15-015:** Minor in Jazz Studies	10/28/14 #10 appr.	GP#59 appr.	11/19/14 appr.	3/6/15
Catalog	UCC-15-031	CNR	**FS-15-016**: CNR – Bifurcation of M.N.R. program	11/4/14 #11 appr. 23-0-1	GP#59 appr.	11/19/14 appr.	3/9/15
APM	UP-15-004	Office of Public Safety	**FS-15-017**: APM 95.12 – Firearms (FYI) **FS-15-017rev:** APM 95.12 **–** Weapons (FYI)	11/4/14 #11 postponed discussion 22-2-0 12/9/14 #15	University wide email sent 1/23/15	7/1/14	July 1, 2014 – State of Idaho

Catalog	UCC-15-035	CALS	**FS-15-018**: Rename Department of Agricultural Education and 4-H Youth development	11/11/14 #12 appr.	GP#59 appr.	11/19/14 appr.	3/6/15
Catalog	UCC-15-036	CLASS	**FS-15-019**: Rename Program in Women's Studies	11/11/14 #12 appr. 22-0-1	GP#59 appr.	11/19/14 appr.	3/6/15
Catalog	UCC-15-037	CALS	**FS-15-020**: Add a third option to the Child, Family and Consumer Studies major	11/11/14 #12 appr. 22-0-1	GP#59 appr.	11/19/14 appr.	3/6/15
Catalog	UCC-15-042	CALS	**FS-15-021**: Drop all four emphases and create two options to the Food Science major	11/11/14 #12 appr.	GP#59 appr.	11/19/14 appr.	3/6/15
Catalog	UCC-15-043	CALS	**FS-15-022**: New Major - Sustainable Food Systems	11/18/14 #13 appr.	GP#59 appr.	11/19/14 appr.	3/9/15
FSH	UP-15-009	Provost	**FS-15-023:** FSH 3050 – Position Description form (add assessment language)	12/2/14 #14 appr. with amendments 16-2-6	UFM 1/15/15 appr.	1/28/15 appr.	n/a
FSH	UP-15-010	TEAC	**FS-15-024:** FSH 2700 – Student Evaluations Form **FS-15-024rev:** FSH 2700 – Student Evaluations Form	12/2/14 #14 intro. 12/9/14 #15 2/17/15 #19 appr. (w/changes) 12-8-1	UFM 5/5/15 appr.	6/4/15 disappr.	n/a
Catalog	UCC-15-045	Registrar	**FS-15-025**: Regulation J-3	12/2/14 #14 appr. 22-0-2	UFM 1/15/15 appr.	1/28/15 appr.	n/a
Catalog	UCC-15-052	UCC	**FS-15-026**: Split Writing Minor	12/2/14 #14 appr.	UFM 1/15/15 appr.	1/28/15 appr.	3/6/15
Catalog	UCC-15-053	UCC	**FS-15-027**: Rename Professional Emphasis (English B.A.)	12/2/14 #14 appr. 23-0-1	UFM 1/15/15 appr.	1/28/15 appr.	3/6/15
Catalog	UCC-15-054	UCC	**FS-15-028**: Add History (B.A.) emphases	12/2/14 #14 appr. 23-0-1	UFM 1/15/15 appr.	1/28/15 appr.	3/6/15
FSH	UP-15-012	Controller	**FS-15-029:** FSH 3460 – Overtime Work, Compensatory Time, & Holidays (to address IRS regulation)	12/2/14 #14 appr.	UFM 1/15/15 appr.	1/16/15 appr.	n/a

APM	UP-15-011	Controller	**FS-15-030:** APM 50.10 Processing Compensation for Overtime Work (to address IRS regulation)	12/2/14 #14	UFM 1/15/15 appr.	1/16/15 appr.	n/a
FSH	UP-15-013	Faculty Affairs	**FS-15-031:** FSH 3760 Educational Privilege (extend benefits to off-site employees)	12/9/14 #15 appr. 21-0-1	UFM 1/15/15 appr.	1/28/15 appr.	n/a
FSH	UP-15-014	Faculty Affairs	**FS-15-032:** FSH 3185 Work Related Education (new)	12/9/14 #15 appr.	UFM 1/15/15 appr.	1/28/15 appr.	n/a
FSH	UP-15-021	Faculty Affairs	**FS-15-033:** FSH 3180 Employee Professional Development and Learning	12/9/14 #15 appr.	UFM 1/15/15 appr.	1/28/15 appr.	n/a
Catalog	UCC-15-056	Science	**FS-15-034:** Drop option in Mathematics	12/9/14 #15 appr.	UFM 1/15/15 appr.	1/28/15 appr.	3/6/15
Catalog	UCC-15-057	CLASS	**FS-15-035:** Add Organizational Dynamics certificate	12/9/14 #15 appr.	UFM 1/15/15 appr.	1/28/15 appr.	3/18/15
APM	UP-15-017	HR	**FS-15-036:** APM 50.16 – Criminal Background Check (include GA/TA)	12/9/14 #15 (FYI)	University wide email sent 1/23/15	12/8/14	n/a
APM	UP-15-018	HR	**FS-15-037:** APM 50.17 – Medical Screening (remove no longer done)	12/9/14 #15 (FYI)	University wide email sent 1/23/15	12/8/14	n/a
APM	UP-15-015	Office of Public Safety	**FS-15-038:** APM 95.16 – Animals on Campus (new)	12/9/14 #15 (FYI)	University wide email sent 1/23/15	12/8/14	n/a
APM	UP-15-016	Office of Public Safety	**FS-15-039:** APM 35.35 – Public Use and Liabilities (edits due to new APM above)	12/9/14 #15 (FYI)	University wide email sent 1/23/15	12/8/14	n/a
FSH	UP-15-022	Graduate Council	**FS-15-040:** FSH 1700 – College of Graduate Studies Bylaws (revise Graduate Council membership – interdisciplinary programs) **FS-15-040rev**: FSH 1700 - College of Graduate Studies Bylaws	2/10/15 #18 intro. 2/24/15 #20 appr. w/changes 19-2-1 3/31/15 #24 change appr. 17-1-0	Pulled by COGS	n/a	n/a

Catalog	UCC-15-067	UCC	**FS-15-041**: Science: Pre-Health Professions Studies	2/10/15 #18 appr. (w/changes)	GP#60 appr.	4/30/15 appr.	4/24/15
FSH	UP-15-023	Office of Public Safety	**FS-15-042:** FSH 1640.95 – University Security and Compliance Committee (new) **FS-15-042rev:** FSH 1640.95 - University Security and Compliance Committee	2/17/15 #19 return to comm. 17-5-2 3/3/15 #21 appr.	5/5/15 UFM (FYI)	n/a	n/a
FSH	UP-15-024	ConC	**FS-15-043:** FSH 1640.89 – Univ. Committee for Gen.Ed. (additional responsibilities for GEM transfer courses and new assessment committee)	3/3/15 #21 appr.	5/5/15 UFM (FYI)	n/a	n/a
FSH	UP-15-025	ConC	**FS-15-044:** FSH 1640.90 - General Education Assessment Committee (new to assist with Gen. Ed. assessment)	3/3/15 #21 appr.	5/5/15 UFM (FYI)	n/a	n/a
FSH	UP-15-026	ConC	**FS-15-045:** FSH 1640.36 - Dismissal Hearings Comm. & FSH 1640.43 - Faculty Appeals Hearing Board (add language about who may attend hearings)	3/3/15 #21 both appr.	5/5/15 UFM (FYI)	n/a	n/a
FSH	UP-15-027&028	Senate/Info. Technology Committee	**FS-15-046:** FSH 1565 Faculty Ranks & Responsibilities - E. Emeriti; FSH 3730: Retirement Benefits - C-2. Honored Staff Retirees (software privileges)	3/10/15 #22 both appr. 16-2-0	5/5/15 UFM appr.	6/29/15 appr.	n/a
APM	UP-15-029	Office of Public Safety	**FS-15-047:** APM 95.24 - Vandal Alert System (include informational alerts)	3/10/15 #22 (FYI)	5/5/15 UFM (FYI)	n/a	n/a
Catalog	UCC-15-076a	Engineering	**FS-15-048**: Biological Engineering (B.S.) remove degree option	3/10/15 #22 appr. 18-0-1	GP#60 appr.	4/30/15 appr.	4/24/15
Catalog	UCC-15-071	Graduate Council	**FS-15-049**: Graduate Student GPA Graduation Requirement	3/31/15 #24 appr.	5/5/15 UFM appr.	6/29/15 appr.	n/a

Catalog	UCC-15-072	Associate Deans	**FS-15-050**: Change to Regulation J-9	3/10/15 #22 appr. 16-0-3	GP#60 appr.	4/30/15 appr.	n/a
FSH	UP-15-035	HR/Faculty Affairs	**FS-15-051**: FSH 3710 - Leave Policies for All Employees (parenting leave)	3/31/15 #24 intro 4/7/15 #25 appr. 4/14/15 #26 clarification edit 4/21/15/ #27 changes appr.	5/5/15 UFM appr.	6/4/15 appr./ disappr. portions, in review w/HR, Counsel & Faculty Secretary	n/a
APM	UP-15-036	HR	**FS-15-052:** APM 55.07 - Shared Leave	4/14/15 #26 (FYI)	5/5/15 UFM (FYI)	See above	n/a
APM	UP-15-037	HR	**FS-15-053:** APM 55.09 - Employee Leave Benefits	4/14/15 #26 (FYI)	5/5/15 UFM (FYI)	See above	n/a
APM	UP-15-031	Research Office	**FS-15-054:** APM 70.23 - University International Travel (new) **FS-15-054rev:** APM 70.23 - University Internat. Travel	3/24/15 #23 (FYI) 4/28/15 #28 (FYI)	5/5/15 UFM (FYI)	n/a	n/a
APM	UP-15-030	Risk	**FS-15-055:** APM 5.05 - Travel Liability, Insurance & Evacuation Assistance Intern. Trav. (related to above)	3/24/15 #23 (FYI)	5/5/15 UFM (FYI)	n/a	n/a
FSH	UP-15-044	ConC	**FS-15-056**: FSH 1620 B-2	3/31/15 #24 appr. 13-5-2	5/5/15 UFM appr.	6/29/15 appr.	n/a
APM	UP-15-041	Research Council	**FS-15-057**: APM 45.35 – UI Unmanned Aircraft Systems (UAS e.g. drones) (new)	4/7/15 #25 (FYI)	5/5/15 UFM (FYI)	n/a	n/a
APM	UP-15-042	Research Council	**FS-15-058**: APM 95.35 – Personal Use of Unmanned Aircraft Systems (UAS) (new)	4/7/15 #25 (FYI)	5/5/15 UFM (FYI)	n/a	n/a
APM	UP-15-043	Research Council	**FS-15-059**: APM 35.35 – Public Use & Liabilities (ban UAS' on university property)	4/7/15 #25 (FYI)	5/5/15 UFM (FYI)	n/a	n/a
FSH	UP-15-045	Faculty Senate Task Force	**FS-15-060:** FSH 3780 – Dependent Tuition (expand benefit to 100%)	4/7/15 #25 intro 4/14/15 #26 appr. 20-0-1	5/5/15 UFM appr.	6/4/15 disappr.	n/a

APM	UP-15-019 & 020	HR	**FS-15-061:** APM 50.50, 50.51, 50.35, 50.55 (employee classification system changes)	4/14/15 #26 Staff Affairs to form ad hoc committee	n/a	n/a	n/a
FSH	UP-15-047 (FSH 3360)	Senate/Staff Leadership	**FS-15-062:** FSH 3360; (companion policies 3080, 3370, 3440, 3460 to employee classification system changes)	4/14/15 #26 intro 4/21/15 #27 FSH 3360 appr. w/changes 22-1-1 Staff Affairs to form ad hoc committee to review	5/5/15 UFM appr. FSH 3360	6/4/15 disappr. send to ad hoc committee with others	n/a
FSH	UP-15-048	Faculty Affairs	**FS-15-063**: FSH 3520 - Tenure form (minor edits)	4/21/15 #27 appr. 19-1-2	5/5/15 UFM appr.	6/29/15 appr.	n/a
FSH	UP-15-049	Faculty Affairs	**FS-15-064**: FSH 3560 - Promotion form (minor edits)	4/21/15 #27 appr. 19-1-2	5/5/15 UFM appr.	6/29/15 appr.	n/a
Catalog	UCC-15-080	UCC	**FS-15-065**: College of Graduate Studies Reserving Undergraduate Coursework for the Graduate Transcript	4/21/15 #27 appr.	5/5/15 UFM appr.	6/29/15 appr.	n/a
Catalog	UCC-15-081	UCC	**FS-15-066**: Regulation O-10 Academic Certificates	4/21/15 #27 appr.	5/5/15 UFM appr.	6/29/15 appr.	n/a
FSH	UP-15-046	HR	**FS-15-067:** FSH 3730 - Retirement Privileges (update eligibility-health care reform)	4/21/15 #27 appr.	5/5/15 UFM appr.	6/29/15 appr.	n/a
FSH	UP-15-050	ConC	**FS-15-068:** FSH 1640.20 – University Budget & Finance Committee (update function/structure)	4/28/15 #28	5/5/15 UFM (FYI)	n/a	n/a
FSH	UP-15-026b	ConC	**FS-15-069**: FSH 3840 – Procedures for Faculty Appeals (clarify who may attend hearings)	4/28/15 #28	5/5/15 UFM appr.	6/29/15 appr.	n/a
FSH	UP-15-026c	ConC	**FS-15-070**: FSH 3910 – Dismissal and Discipline of Faculty (clarify who may attend hearings)	4/28/15 #28	5/5/15 UFM appr.	6/29/15 appr.	n/a

II. The Faculty Senate Received Reports/Updates, Presentations from, and Engaged in Discussions:

2013-14 Faculty Senate Annual Report (2)
Academic Calendar (6)
Academic Freedom Language (3,5,6,7,8)
Administrative Procedures Manual/Faculty-Staff Handbook, consistency (26)
Alcohol and other Drug Program, Brian Durlin (5)
Alternative Compensation Task Force (25,26)
Animals on Campus (15)
ASUI Initiatives –civic engagement, sexual assault, safety, student organizations state wide, graduation rates (6)
Athletics (11)
Background Checks, expanded to TA/GAs (15)
Borah (25)
Career Ladders/Internal Promotion Policies, Staff (3,6,7,8 main discussion,10)
Classification/Reclassification System (exempt/classified) policies (26,27)
College of Graduate Studies Bylaws (18,24)
Compensation Issues/enhancing benefits (5,10,11,12,13,17,19,25)
Counseling & Testing Center, Grant for mental health first aid "Don't Cancel Classes" (7,28)
Curriculum Process/Timeline, UCC (21)
Dependent tuition waiver (25,26,27)
Distance & Extended Education, Terry Ratcliff (9)
Drones, Unmanned Aircrafts (UAS) (25)
Educational Privilege (15)
Emeritus professors/honored staff retirees, expand technology site licenses e.g. software, email (IT Committee) (22)
Enhancing Benefits (12,24,25,26)
Endowed Chairs (17)
Enrollment (4,8,13,20,28)
Facilities - campus appearance, impact of increased enrollment (4,16)
Facilities & Administration (F&A) Distribution (7)
Faculty Appeals Hearing Board, role, process (18)
Final Exam Schedule (6)
Focus For the Future (10,20)
Hiring Costs (17)
Hiring, internal staff retention (10)
Human Resources Policies and Practices (10,12)
Information Technology Committee, retiree software privileges (22)
International Travel (23,28)
Judicial Committees (28)
Leave Policy, Employees (24,25,26,27)
Medical Screening (15)
Ombuds Annual Report (11)
Online courses (9)
Overtime work/Comp Time (14)
Position Description (13)

III. The Faculty Senate also took the Following Actions:

IV. Announcements:

Faculty Senate FAQs

Nomination/Election of Chair & Vice Chair [FSH 1580 Article IV](#):

Section 1. Nomination. Each spring, as soon as practicable following the appointment and election of new members of the senate, the president of the university or the president's designated representative calls and presides at a meeting of those who will be members during the ensuing year for the purpose of nominating candidates for the offices of chair and vice chair. Nominations are by secret ballot, and no other official business is transacted at this meeting.

Section 2. Election. Not less than three days following the nominating meeting referred to in section 1, above, the president or the president's designated representative calls and presides at a second meeting of the same group for the purpose of electing the chair and the vice chair for the ensuing term. No other official business is transacted at this meeting. The requirement that there be no less than three days between the two meetings may be suspended only by the unanimous consent of the members in attendance. The procedures for the election are as follows:

Clause A. Additional Nominations. Before balloting begins for each office, additional nominations may be made for that office.

Clause B. Procedure for Balloting. Elections for officers of the senate are by secret ballot, and a majority of all votes cast is necessary for election, a quorum being present [see V-3]. In the event that more than two candidates are nominated for either office and none receives a majority of the votes cast on the first ballot, balloting continues with the name of the candidate receiving the fewest votes being dropped from the ballot after each vote. In the event that there is no candidate with the fewest votes, balloting continues with all names included until such time as a candidate receives a majority of votes (in which case he or she is declared elected) or until a candidate receives the fewest votes (in which case his or her name is dropped from the ballot and the balloting continues).

***Appointment of Secretary -* FSH 1520, Article V:** Section 3. Officers. Each year the senate elects a chair and a vice chair from among the elected faculty members of the senate. Also, each year a secretary is appointed by the chair, subject to confirmation by the senate, from among the members of the senate or from the membership of the university faculty. The appointment of a person who is not a member of the senate to serve as secretary does not carry with it membership on the senate.

When and who oversees the elections for senate members? Current senate members from each respective college/group consult and assign someone who will handle the process. Check your respective college/group by-laws for procedures. It is fine for faculty senate members to solicit assistance from the dean's office in sending out and receiving secret ballots. Faculty should oversee the process and count votes received. All faculty within the college are given the opportunity to be involved and vote.

FSH 1520, Article V, Section 6. Elections. Regular elections for senators in the senate are held before April 15 of each year in which an election is to be held. All elections for members of the senate are by secret ballot. Appropriate procedures for nominations and elections are developed and approved by a majority vote of the faculty of the college or other unit.

How long is my term on Faculty Senate?

FSH 1520, Article V, Section 4. Terms of Office. Elected faculty members of the senate serve for three years. The academic dean shall serve one year, the staff representatives shall serve for staggered two year terms. The terms of office for student members are as established by the senate. [See 1580 VI.] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that approximately one-third of the elected faculty members are to take office each year, the senate may shorten the initial term of office of faculty senators elected to fill new positions in the senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. A faculty member elected to the senate may serve two consecutive terms. After serving two consecutive terms the faculty senate member must wait one full year before they are again eligible for election.[see also FSH 1580 III-3].

What if I will be gone for one month, or for more than four months?

FSH 1520. Article V, Section 7. Vacancies.

Clause A. If it is necessary for a member of the senate to be absent temporarily (more than a month, but less than four months), the candidate who received the next highest number of votes in the most recent election in the college or unit acts as his or her alternate in the senate with full vote. If it is necessary for a member to be absent for more than four months, but less than one year, a special election is held to fill the temporary vacancy. When the senate member returns, he or she resumes the position in the senate. If it is necessary for a member to be absent for more than one year, or if the member is unable to complete the term of office for any reason, a special election is held to fill the unexpired term. [See 1580 VI for procedures covering student vacancies.]

Clause B. The chair of the Faculty Senate must declare a position vacant if a member is absent from three consecutive meetings unless the member has informed the chair of the senate in writing that he or she intends to participate fully in the activities of the senate in the future. When a position is declared vacant, the chair must notify the constituency concerned.

What is the Center Senator's Role?

1520 Article V. Section 2. Structure. A (2). University Centers. The resident faculty of the university centers in Boise, Coeur d'Alene and Idaho Falls each elects one senator from among its number. Those senators shall have the right to participate and vote in faculty senate meetings by means of available two-way video-audio technology located at the centers. If the available technology fails, telephone conferencing will be used. Senators elected to represent a center have a unique role on senate, which is to provide a voice and vote from the perspective of their centers. That perspective is not intended to be college and/or discipline specific.

What if I have replaced a member from my college who resigned from Faculty Senate, can I serve again?

1580 Article III, Section 3. Members Completing Unexpired Terms. A member who has been elected or appointed to complete the unexpired term of another member and has served more than half of that term will be considered to have served one full term.

Can you send someone in your place, if you will be absent? Yes, but **not** with vote.

FSH 1580, Article V, Section 7. Alternates. Alternates participate in meetings of the Senate only as permitted by the constitution of the university faculty [see 1520 V-7]. This rule does not preclude a member from having another person attend the meeting in his or her stead as an auditor.

Are proxy votes allowed? No

How are abstentions handled?

FSH 1580, Article V. Section 11. Voting. Voting on motions is by raising a hand. Proxy votes are not allowed. (According to a standing rule of the senate, the chair does not ask how many members abstained from voting on a particular motion, and abstentions are not recorded in the minutes unless a member requests that his or her abstention be recorded.)

M E M O R A N D U M

TO: Faculty Senate
FROM: Don Crowley
DATE: August 26, 2015
RE: Election of Senate Members to Committees

The Faculty Senate will need to elect senators for the vacancies as noted below:

Benefits Advisory Group — **Vacancy**, (2018)

Eligible Senators (2018):
- Randy Teal
- Michael Anderson
- James Barbour
- Katie Brown
- Robert Hiromoto
- Patrick Hrdlicka
- Jodie Nicotra

Campus Planning Advisory Committee: **n**o vacancies — Clint Jeffery, (2017); Michael Murphy (2016)

University Budget & Finance Committee:
SeAnne Safaii (2016 term – past senator)
Liz Brandt (2017)
Vacancy 1 – senator in 2nd yr. (2018 term)

Eligible Senators (2017):
- Randy Teal
- Luigi Boschetti
- Allan Caplan
- Yun Chung
- Annette Folwell
- James Foster
- Bruce Godfrey
- Clinton Jeffery

President's Athletics Advisory Council: — Annette Folwell (2017)

Faculty Senate and Committee Chair Retreat
August 18, 2015
Brink

Senate members present: Teal, Crowley, Brandt, Wiencek, Anderson, Boschetti, Brewick, Caplan, Chung, Couture, Flores, Folwell, Hrdlicka, Jeffery, Mahoney, Murphy, Nicotra, Perret, Stoll; **Committee Chairs present:** Anderson J., Rinker, Neuhaus, Payant, Anderson E., Seamon, Sisodiya, Brown C., Bridy, James, Aston, Zhu, Smith, Qiang, Johnson-Leung, Corry, Haltinner, Frazier, Attebury
Guest:

Senate Chair Randall Teal welcomed senators, committee chairs, and Provost Wiencek to the retreat. Chair Teal introduced Liz Brandt as this year's Vice Chair. He also introduced Don Crowley and Ann Thompson from the Faculty Secretary's Office. Chair Teal thanked Provost Wiencek for working with Senate Leadership on the spread pay issue and noted that he was encouraged by this and excited about the possibilities of working with the Provost this year. He then introduced John Wiencek to make some remarks to those in attendance.

Provost Wiencek commented that he was excited to be at this great institution. He looked forward to the opportunity to work with the Senate and to leverage our ideas to push the University forward. He noted that the University community could benefit from increasing trust between administration and faculty. He noted that he believes in shared governance and that we need to improve our lines of communication. With reference to the various Senate proposals that the President denied, Provost Wiencek noted that this was probably due to the President not fully understanding the logic behind the initiatives. When it makes sense we should revisit some of these proposals and bring them back. He stated that the President was expecting him to be the Executive Vice President which means he would be the person who understands what is going on in the University and his role is be the communication channel between faculty and the administration.

While improving these lines of communication is his number one objective, he is also concerned about closing the salary gap, which is around 20%. This pay gap is one of the biggest issues, which causes anxiety, turnover, and difficulty filling positions. To solve the gap between UI and its peers we would need about $25 million. If the UI increases its salary scale at 2-3% a year we aren't actually catching up since the market is also drifting up at a similar rate. As we get a new Vice-President of Finance onboard we will see a development of a multi-year effort to get salaries back to where they should be. The State is not likely to solve this problem so we will have to look at enrollment increases, internal reallocations and private giving and present a comprehensive package to the State and ask for their help.

There are things that we will have to do this year. The Board of Regents has indicated that they were not happy with the product the UI produced under Focus for the Future. He hopes to hit the reset button and obtain more grassroots and Faculty Senate involvement in this process. He also hopes to develop a more robust data collection process. The data we have to look at for program prioritization is the same kind of data needed for accreditation and other external reviews.

The Board is expecting a new strategic plan by March. The Provost plans this process to be comprehensive in terms of broad campus involvement. He doesn't believe that the major elements of our current strategic plan will change very much, but he hopes to put a little more teeth into how we operationalize our goals and to put more thought in how this plan would become a document that drives our decision-making.

The Provost noted that the President has indicated a desire to move towards a more transparent budget process. The budget process should provide incentives to units that are growing enrollment. He welcomes Faculty Senate involvement in this issue. Other issues we will be dealing with include spread-pay and interdisciplinary research. He will be putting together a task force to look at the spread-pay issue. With regard to interdisciplinary research he isn't sure that he would have made some of the changes that occurred in the recent past but rather than rearranging the chairs on the deck he does want to take a look at how to make the most of our resources to further interdisciplinary research.

After this overview of what he has been thinking about he welcomed any feedback. Chair Teal asked for clarification on what aspects of Focus for the Future the Board was dissatisfied. The Provost noted it wasn't always clear as to what was closed and what money was saved. Compared to what Idaho State and Boise State provided it wasn't completely transparent what resources we had reallocated and this is what the Board had asked us to do. The Provost indicated that we needed to have more open and honest discussions about the hard choices of reallocating resources. He isn't a believer in blind-siding people and we need to give plenty of notice for programs to respond.

A related question asked about models for program assessment. The Provost stated that the Dickerson model was the most commonly used and it is what the Board adopted. If we grow enrollment then the conversation becomes about where to invest new resources.

A Senator noted that we have gone through a number of processes to evaluate our programs and during Focus for the Future we provided a large amount of data to help in this evaluation. Why wasn't this sufficient? The Provost acknowledged that there was a large amount of data that was difficult to get through. He felt that once we gathered all the data we didn't really know what we were going to do with it. The restructuring that occurred didn't really result in reallocation which is what the Board was interested in seeing.

A short discussion followed as to why our enrollment had declined from its peak. The Provost indicated frustration with getting good data about the causes of the enrollment decline. It is pretty clear that the decline has been with undergraduate enrollment and particularly out of state enrollment. The list of possible causes ranged from removing the WUE program, to BSU's football program, to the rise of BYU, Idaho, as well as the lack of special packages to attract out of state students. The Provost suggested that we might reconsider the decision to remove the WUE program as part of an emphasis on attracting out of state students.

In response to a question on distance education and the availability of the proper infrastructure to support it, the Provost commented on the need to make hard decisions regarding investment decisions. We do need to insure that we have the proper infrastructure to properly deliver online programs. In general the Provost noted that departments sometimes view their resources as their own and instead we needed to view ourselves as a single University and not a collection of colleges. We need to develop processes that allow us to move our resources around to the best use of those resources.

A Senator raised a point about the student retention rate. He noted that several years ago our retention rate was over 80%. Since then our retention rate has fallen without any additional resources put into retention. The Provost stated that there was some advising funds coming into the University. He also stated that the University's having the most success with retention have gone to centralized advising in the first two years. This would allow for the most flexibility while students sort out what their preferred major ultimately will be. He also discussed the proposed initiative for "direct admission". This initiative would involve sending letters to every high school student in Idaho and based upon their GPA would be informed what state schools they would be directly admitted to. The application fee would be waived. The UI has asked for funding (5 million) for this initiative and other advising and proposals related to student success.

The Provost urged everyone to please email him with any of their ideas. He concluded by stating that he needed our help to formulate the best plans to achieve our common goals.

After a short break committee chairs went over to TLC to join Dan Eveleth and Marty Ytreberg in a discussion of the role of committee chairs. Senators remained for a roundtable (without the table) discussion of ideas and priorities for the coming year. These thoughts are summarized in the bullet points below and will be revisited in future Senate meetings.

Faculty Senate/Committee Chair Retreat – August 18, 2015

Issues Raised:

- How to respond to the items passed by the faculty and vetoed by President Staben.
- Morale: Is this primarily a resource/salary issue or also one of faculty/staff feeling valued.
- Salary Concerns.
- Continuing concerns with Focus for the Future or whatever we call it next time. Will we use our existing faculty governance processes for program closures?
- Other Resource Issues: This included TA support—classroom technology support—Travel—Research Infrastructure. Need for some centralization of technology support.
- Issues clustered around Enrollment Management. Retention—Advising—Academic Success—Campus Climate. Are we recruiting the best students? Keeping the best students?
- Need to work on transparency in communications—avoid emails that result in negative reactions.
- What is the status of the non-monetary benefits committee from last year?
- What is the status of the career ladder proposal?
- Status of committee developed to look at staff classification. Is there also a compensation study being developed?
- Problems with annual evaluation of faculty. Tendency for everyone to receive a "meets expectation."
- Avoid having committees that don't do anything.

The faculty secretary acknowledges that some important insights probably got lost in this summary and hopes Senators will raise these points again.

Adjourned: 4:10 p.m.

Don Crowley, Faculty Secretary

COMMITTEE CHAIR WORKSHOP
Faculty Senate and Committee Chair Retreat - Tuesday August 18, 2015

Presenters: Dan Eveleth, College of Business and Economics and
Chair of University Curriculum Committee and Marty Ytreberg, College of Science and Chair of Faculty Affairs
(both are past Faculty Senate Chairs, Vice Chairs and Committee on Committee Chairs)

Present: Robert Rinker (Academic Petitions), Ramirose Attebury (Administrative Hearing Board), Ralph Neuhaus (Admissions), John Anderson (Arts), Caroline Payant (Commencement), Eric Anderson (Dismissal Hearings), Marty Ytreberg (Faculty Affairs), Richard Seamon (Faculty Appeals), Annemarie Bridy (Intellectual Property), Steve Smith (Parking), You Qiang (Sabbatical), Kristin Haltinner (Student Disciplinary Review Board), Erin James (Ubuntu), Shawna Corry (UCGE), Dan Eveleth (University Curriculum Committee). **Absent:** Tim Frazier (Academic Hearing Board), Carmen Suarez (Americans with Disabilities), Brian Cleveley (Campus Planning), Heather Chermak (Facilities), Sanjay Sisodiya (Honors), Celeste Brown (Information Technology), Eric Aston (Library Affairs), Pingchao Zhu (Officer Education), Todd Perry (Safety), Ken Cain (Scientific Misconduct), Helen Brown (Student Financial Aid), Jennifer Johnson-Leung (Teaching & Advising), Liz Brandt (UBFC -Senator)

Context of Workshop – provide expectations, resources, tips and a history of the relationship between the University, Faculty Senate (Senate) and university committees. The following is a compilation of previous workshops and the recent workshop to share the many ideas that arise each year.

SHARED GOVERNANCE

- Territorial Act – 1889: "University of Idaho faculty, president, and regents are jointly responsible for governing the University, unlike other state universities."
- Northwest Commission on Colleges and Universities (NWCCU), Standard 2.A.1: "(The institution) decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest."

Shared governance can be viewed as a big umbrella under which Senate committees fall. Your specific committee's role is embedded in the *Faculty-Staff Handbook* (FSH) under FSH 1640. The 1889 Territorial Act directed that faculty be key players in the institution's governance. During accreditation visits the NWCCU will determine whether there is faculty involvement in decision-making at the university. Your role as committee chair is critical. While a committee's role is often very specific e.g. commencement ceremony, review policy, awards, appeals, every committee can recommend changes about its function and structure to Committee on Committees. A committee should also share any general ideas or concerns with Senate Leadership (Randall Teal, Chair, Liz Brandt, Vice Chair, and Don Crowley, Faculty Secretary, and Ann Thompson, staff support) that may be of interest to the senate, other committees or the University.

Committee Structure/Resources:

- The committee structure at the university is to provide support to Senate.
- Don't feel that you are solely responsible for running the committee. Senate Leadership can be a strong ally and valuable resource as they serve on various university groups and have many avenues/resources to draw upon.
- Senate Leadership meets with the president and provost regularly and will discuss issues that are sometimes best done in a private setting.
- Chairs can also seek assistance/advice/guidance from Senate.

- *Ex officio* members on committees serve a specific role. They have expertise/knowledge that is useful/critical to a committee's work and they have a network of others with whom they can seek assistance/information. Meet with *ex officios* privately to discuss roles and establish mutual goals for the year. Seek their expertise before, during and/or after meetings. It can be challenging to manage their strong opinion given their expertise and meeting ahead can save valuable time. You may also wish to invite someone as an *ex officio* to a specific meeting(s).
- Institutional Research & Assessment collects a lot of data that is helpful (email: ir@uidaho.edu).

Policy Process: Structure/Process/Spanning /Process = Success:

- UI structure/chain in policy process: Anyone within university, University Committees (FSH 1640); task force/working groups, Faculty Senate (FSH 1580), University Faculty (FSH 1520 & 1540), President – not necessarily in this order.
- Anyone can bring your committee an item, senate may delegate something to your committee, or you may send something to Senate or Committee on Committees (ConC), e.g. review policy/process, seek input, clarification, research best practices, communicate/advertise.
- Boundary Spanning: Realize that your committee is part of a larger group. Span across faculty, staff, students and administration at all levels. That is, connect with all stakeholders to ensure that you have a complete picture of the impact(s) your decisions will have across the University. Perhaps you would like to meet with senate, senate leadership, provost, a VP, counsel, etc. Ann can facilitate scheduling appointments.
- Identify, anticipate and resolve potential problems before sending an issue forward. Spend time as a committee considering what a colleague or group will consider or ask about your committee's proposal. Each group must fully understand the issue(s) as discussed in your committee.
- At the end of the day you want your committee's work to succeed. The end approval lies with the President who must consider ramifications to the University. There are also others who review/approve your committee's work (other committees, senate, faculty, general counsel, regents). If you wish your committee's work to be successful, know who your audience will be and where each group's interests lie – be prepared.

  Example: Chair provided detailed information to Senate, during a tense time of many program closures. Excerpts of contentious discussions (minutes), voting results and excerpts of discussions at all levels (unit, college, UCGE, UCC) plus other details that assisted Senate in their decision. Result: discussion was minimal and all items were approved.
- Plan to attend Senate/ConC to provide a brief overview/answer questions. Include a memo (excerpts from minutes, handouts, details) that demonstrates the thorough discussions and vetting by your committee. Provide as much detail as necessary so that each group can make an informed decision avoiding disapproval or item being returned due to a lack of supporting details.
- To be put on a senate agenda contact Ann (annat@uidaho.edu). This typically involves a 5 minute update/briefing at Senate followed by Q&A, and sometimes can be an entire meeting or more.

MANAGING THE COMMITTEE

- Guidelines for Chairs: FSH 1620 C. e.g. excessive absences/resignations, minutes, annual report, etc.
- Boundary Spanning: Connect with Senate Leadership on issues brought to you as they may have knowledge of ongoing events or other committees' work that may impact your committee's work. This will assist you in clarifying issue(s) without spending time in committee doing so. Seek others who might assist e.g. other committee chairs and/or members, previous chair, legal, VP, or those who might have an interest - opposed or in support.

Meeting Tips:

- Evaluate last year's process and consider ways to improve, ask members for ideas/suggestions.
- Prepare and use agendas (set in advance, distribute and stick to it) - keeps meetings on task and controls unruly/animated members.
- Chair's role is not to squelch discussion but to facilitate. As chair you **can** interrupt and request that others be given a chance to speak such as in an endless/repeating discussion. You **cannot** however end discussion (see member's role below).
- Member's role: inform them they must be recognized by chair to speak, respect others, motions and seconds come from members e.g. motion to accept, amend, propose, postpone, previous question, etc. To stop an endless/repeating discussion use previous question -- Robert's Rules* on previous question use: member must be recognized by chair, cannot interrupt speaker (see chair's role above), requires a second, is non-debatable, and requires 2/3rds majority vote.
- Member/*ex officio* who controls conversation or rambles – ask to pause the conversation, summarize and then ask if others have anything new to add. This ensures understanding, keeps discussion on topic, treats everyone fairly, and allows time for a member to propose a motion.
- Members talking over each other – ask to pause the meeting and request that members observe Robert's Rules by raising their hands before speaking.
- Off-campus members – recognize them, allow them to speak first, don't forget they are there, use skype, google, speaker phone (Faculty Secretary's office has disc phone that can be borrowed) [Ann is checking into the use of Scopia, a cloud based videoconference system contracted by the University, Skype is well suited for small committees.]
- Send material in advance and encourage members to come with ideas and share ahead if possible, especially controversial items.
- Review processes/policy/criteria to ensure consistency, understanding and reasonableness.
- Meet as needed – do not meet just for the sake of meeting, there is no set number of meetings for committees. However, don't wait for things to come your way as they may not. Be diligent, ask for ideas/suggestions from members or others (see brainstorm below).
- Start/end meetings on time - finish discussion by email if possible, or carryover to next meeting.
- Create sub-groups to address a particularly controversial/in-depth issue to report back on summarizing findings will save valuable time for the committee as a whole.
- Minutes/annual report - critical for historical record: 1) saves rehashing issues/repeating history, 2) provides institutional memory e.g. why/how/when a policy was changed, 3) provides supporting documentation to ensure your hard work on an issue gets approved, and 4) new chairs/members gain a better understanding of the committee's work/future topics. Send to Ann in Faculty Secretary's Office for historical archiving annat@uidaho.edu.

*Note: Robert's Rules (RR) is your friend but be careful in its use e.g. motion to table: frequently used, typically misused, and should rarely be used - if at all. Google or contact Faculty Secretary's Office for clarification on the use of RR.

First meeting guidelines (setting the stage) - do early in semester:

- Introductions and review/clarify purpose of committee as stated in FSH 1640.
- Establish set meeting time (if established time is in FSH, ensure members vote on change).
- Establish procedures (e.g. vote to sometimes conduct business by email allowing more time for face-to-face discussion/vote).
- Ask members to think about process improvement for meetings and to consider the committee's work throughout the year to determine if it aligns with FSH 1640.
- Brainstorm - take time at this first meeting to ask members for ideas and let them know it is okay to

propose ideas at any time (caution: as chair choose one or two items you believe are important and pursue first, otherwise valuable time may be spent on issues of less urgency).

- Discuss ways to engage and retain students, often difficult towards end of the year – recognize, praise, offer to be a reference, emphasize importance of student involvement, bring food.

What makes a good chair?

- Bring food e.g. chocolate, cookies, nuts, fruit snacks.
- Be organized, send out agenda in advance, and stick to agenda.
- Be in tune with members and the group's dynamics, allow all to speak and be heard - fairness.
- Be prepared prior to all meetings gathering material and your thoughts so that you can begin on time. Starting/ending on time and staying on task recognizes member's time as valuable.
- Communicate regularly with members, but don't overload by sending message after message.
- Don't control every aspect - set the tone through carefully prepared messages: short, detailed description of issue(s) followed by bulleted action items or key points. Framing the discussion ahead of the scheduled meeting allows members to think about the issue for the face-to-face discussion and whether to discuss further, vote, or whether to pursue further.
- Invite individual(s) who made contact with you about an issue to the meeting, or invite *ex officio*/administrator who has oversight over a specific issue/policy.
- Take minutes (perhaps delegate minutes to a member) all motions, voting and decisions should be recorded.
- Conflict of interest: recuse oneself from the discussion/voting. Note: Documentation in the minutes where a conflict of interest may exist is crucial.

Feel free to contact the Faculty Secretary's Office at any time.

Don Crowley, Faculty Secretary, facsec@uidaho.edu 885-7808
Ann Thompson, Assistant to the Faculty Secretary, annat@uidaho.edu, 885-6151

Respectfully submitted, Ann Thompson
Assistant to the Faculty Secretary

2015-2016
FACULTY SENATE AGENDA - Meeting #1
4:30 p.m., April 28, 2015

Brink Hall Faculty Lounge

Order of Business

I. Call to Order.

II. Special Orders.

- Nomination and Election of Chair and Vice Chair of the 2015-2016 Senate (see FSH 1580 IV)

Faculty Senate FAQs

III. Adjournment.

President's Designee

Faculty Senate FAQs

Nomination/Election of Chair & Vice Chair FSH 1580 Article IV:

Section 1. Nomination. Each spring, as soon as practicable following the appointment and election of new members of the senate, the president of the university or the president's designated representative calls and presides at a meeting of those who will be members during the ensuing year for the purpose of nominating candidates for the offices of chair and vice chair. Nominations are by secret ballot, and no other official business is transacted at this meeting.

Section 2. Election. Not less than three days following the nominating meeting referred to in section 1, above, the president or the president's designated representative calls and presides at a second meeting of the same group for the purpose of electing the chair and the vice chair for the ensuing term. No other official business is transacted at this meeting. The requirement that there be no less than three days between the two meetings may be suspended only by the unanimous consent of the members in attendance. The procedures for the election are as follows:

Clause A. Additional Nominations. Before balloting begins for each office, additional nominations may be made for that office.

Clause B. Procedure for Balloting. Elections for officers of the senate are by secret ballot, and a majority of all votes cast is necessary for election, a quorum being present [see V-3]. In the event that more than two candidates are nominated for either office and none receives a majority of the votes cast on the first ballot, balloting continues with the name of the candidate receiving the fewest votes being dropped from the ballot after each vote. In the event that there is no candidate with the fewest votes, balloting continues with all names included until such time as a candidate receives a majority of votes (in which case he or she is declared elected) or until a candidate receives the fewest votes (in which case his or her name is dropped from the ballot and the balloting continues).

Appointment of Secretary - FSH 1520, Article V: Section 3. Officers. Each year the senate elects a chair and a vice chair from among the elected faculty members of the senate. Also, each year a secretary is appointed by the chair, subject to confirmation by the senate, from among the members of the senate or from the membership of the university faculty. The appointment of a person who is not a member of the senate to serve as secretary does not carry with it membership on the senate.

When and who oversees the elections for senate members? Current senate members from each respective college/group consult and assign someone who will handle the process. Check your respective college/group by-laws for procedures. It is fine for faculty senate members to solicit assistance from the dean's office in sending out and receiving secret ballots. Faculty should oversee the process and count votes received. All faculty within the college are given the opportunity to be involved and vote.

FSH 1520, Article V, Section 6. Elections. Regular elections for senators in the senate are held before April 15 of each year in which an election is to be held. All elections for members of the senate are by secret ballot. Appropriate procedures for nominations and elections are developed and approved by a majority vote of the faculty of the college or other unit.

How long is my term on Faculty Senate?

FSH 1520, Article V, Section 4. Terms of Office. Elected faculty members of the senate serve for three years. The academic dean shall serve one year, the staff representatives shall serve for staggered two year terms. The terms of office for student members are as established by the senate. [See 1580 VI.] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that approximately one-third of the elected faculty members are to take office each year, the senate may shorten the initial term of office of faculty senators elected to fill new positions in the senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. A faculty member elected to the senate may serve two consecutive terms. After serving two consecutive terms the faculty senate member must wait one full year before they are again eligible for election.[see also FSH 1580 III-3].

What if I will be gone for one month, or for more than four months?

FSH 1520. Article V, Section 7. Vacancies.

Clause A. If it is necessary for a member of the senate to be absent temporarily (more than a month, but less than four months), the candidate who received the next highest number of votes in the most recent election in the college or unit acts as his or her alternate in the senate with full vote. If it is necessary for a member to be absent for more than four months, but less than one year, a special election is held to fill the temporary vacancy. When the senate member returns, he or she resumes the position in the senate. If it is necessary for a member to be absent for more than one year, or if the member is unable to complete the term of office for any reason, a special election is held to fill the unexpired term. [See 1580 VI for procedures covering student vacancies.]

Clause B. The chair of the Faculty Senate must declare a position vacant if a member is absent from three consecutive meetings unless the member has informed the chair of the senate in writing that he or she intends to participate fully in the activities of the senate in the future. When a position is declared vacant, the chair must notify the constituency concerned.

What is the Center Senator's Role?

1520 Article V. Section 2. Structure. A (2). University Centers. The resident faculty of the university centers in Boise, Coeur d'Alene and Idaho Falls each elects one senator from among its number. Those senators shall have the right to participate and vote in faculty senate meetings by means of available two-way video-audio technology located at the centers. If the available technology fails, telephone conferencing will be used. Senators elected to represent a center have a unique role on senate, which is to provide a voice and vote from the perspective of their centers. That perspective is not intended to be college and/or discipline specific.

What if I have replaced a member from my college who resigned from Faculty Senate, can I serve again?

1580 Article III, Section 3. Members Completing Unexpired Terms. A member who has been elected or appointed to complete the unexpired term of another member and has served more than half of that term will be considered to have served one full term.

Can you send someone in your place, if you will be absent? Yes, but **not** with vote.

FSH 1580, Article V, Section 7. Alternates. Alternates participate in meetings of the Senate only as permitted by the constitution of the university faculty [see 1520 V-7]. This rule does not preclude a member from having another person attend the meeting in his or her stead as an auditor.

Are proxy votes allowed? No

How are abstentions handled?

FSH 1580, Article V. Section 11. Voting. Voting on motions is by raising a hand. Proxy votes are not allowed. (According to a standing rule of the senate, the chair does not ask how many members abstained from voting on a particular motion, and abstentions are not recorded in the minutes unless a member requests that his or her abstention be recorded.)