

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #27

**3:30-4:30 p.m. - Tuesday, May 9, 2017
Paul J. Joyce Faculty-Staff Lounge & Skype for Business
Order of Business**

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #26, April 25, 2017 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

Faculty Affairs (Ellison)

- Annual Evaluation and Position Description

Faculty Compensation Task Force (Hrdlicka)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty

Senate Attachments: Minutes of 2016-2017 FS Meeting #26
FAC Report on AE Survey
F-CTF Report

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #26, Tuesday, April 25, 2017

Present: Anderson (Mike), Anderson (Miranda), Barbour, Boschetti, Brandt, Brewick, Brown, Caplan, Chung, Crowley (w/o vote), Fisher, Folwell, Godfrey (Coeur d'Alene), Hrdlicka, Johnson, Markuson, Nicotra, Payant, Sixtos, Vella, Wiencek (w/o vote), Wilson, Wright. **Absent:** Adekanmbi, Cannon (Boise), Donohoe, Foster, Morrison, Payant, Pregitzer. **Guests:** 9

Minutes: The Chair called meeting #26 to order at 3:32. A motion (Folwell/Vella) to accept the minutes from the April 18th meeting passed without objection.

Chair's Report: Chair Brandt explained that today's meeting will be suspended promptly at 4:40 to go into executive session to consider nominations for the Faculty Secretary position. Time permitting, the Senate will come back into session to finish the agenda. Chair Brandt announced that the party for Don Crowley will be at 6:00 at her house on May 2nd after the UFM. She will be sending around an electronic signup sheet although she encouraged people to attend even if they do not signup. The UFM is next Tuesday at 3:00 (Pacific). The Senate will meet on May 9th at the regular time although it will adjourn early to allow for the new Senate to conduct the election of officers for next year.

Provost's Report: Provost Wiencek announced that Professor Jerry McMurtry had accepted the offer to be the Dean of the College of Graduate Studies. The Provost felt the pool of internal candidates was strong. He noted he had reached out to the other candidates to determine other ways that they might become engaged in campus activities. Provost Wiencek announced that the last candidate for the Vice Provost for Academic Initiatives was here today and he encouraged faculty to provide feedback on the candidates. The Provost also commented that tonight was the University Awards for Excellence, which is a great opportunity to celebrate what is best about our University.

FS-17-072 (UCC-17-029)—Engineering: New Critical Infrastructure Certificate: The Chair recognized Professor Haney who joined us from the Idaho Falls campus to discuss this new certificate. Professor Haney explained that this interdisciplinary certificate was designed to encourage highly skilled engineers to become better versed in cyber security. The Idaho National Laboratory had expressed an interest in the creation of this program. The certificate will be offered at the Masters level in Idaho Falls. The certificate was approved without objection.

Deadlines for Curriculum Changes: Chair Brandt introduced Professor Patricia Hart (Chair of UCC) to report on changes in curriculum deadlines. Professor Hart explained that the Registrar's Office was concerned about the ability to process all curriculum changes under the current deadlines. The Registrar's office proposed moving the deadline for all curriculum changes up to May 1st of the year before the changes would go into effect. This would significantly lengthen the time before curriculum changes would go into effect. Professor Hart explained that this proposal would make the UI an outlier in terms of how long it takes most other Universities to put curriculum changes into effect. After consultation with the Registrar's Office, UCC has arrived at what they believe to be a reasonable compromise. Proposals for new programs (termed schedule C changes) would remain at May 1st. However, changes for the most typical curriculum changes (schedule A & B changes) would move to October 1st. This does constitute a compression of the time departments will have to get their curriculum proposals to UCC at the start of the academic year; but it provides significantly more time than the proposed May 1st. Professor Hart noted that Registrar, Heather Chermak, is creating a workgroup to review the curriculum approval process and identify areas where improvements can be made.

Chair Brandt observed that it was important for Senators to communicate with college faculty and administrators to ensure that proposals get to UCC in the appropriate timeframe. A Senator asked for clarification on the new deadlines. Professor Hart stated that the deadline for departments to submit schedule A & B changes to UCC will now be October 1st. Schedule C changes will be due on May 1st at the end of the previous academic year. [N.B. The list of schedules A, B, & C can be downloaded from the [Registrar's website](#).]

Teaching and Advising Committee-Plus/Minus Grades: Chair Brandt introduced Professor Cheryl Wilhelmsen, Chair of Teaching & Advising Committee (TEAC), to discuss the long simmering proposal for a plus/minus grading system. Professor Wilhelmsen noted that a survey of faculty last spring demonstrated that most faculty approved a plus/minus system. This spring TEAC sent out a survey to students. Unlike faculty, students did not favor adopting a plus/minus system. The survey showed that approximately 2/3 of those students surveyed “somewhat or strongly disagreed” with switching to a plus/minus system. Nine Hundred and Twenty (920) students completed the survey. TEAC has not had an opportunity to discuss the results of the survey, thus are not prepared to make any recommendations at this time. A Senator wondered how this survey would affect any proposals for a plus/minus system. Professor Wilhelmsen stated that the committee wanted to consider student opinion before they discussed a policy change. Many students felt that their GPA would be harmed by moving to a plus/minus system. A Senator suggested that a high percentage of students responding had a high GPA and perhaps that affected the outcome. Another Senator noted that there was not much evidence that a plus/minus system affected grade inflation. Professor Stephan Flores (next year's chair of TEAC) commented that next year's committee would have to consider the extent to which student opinion should affect university policy on this matter. A Senator asked whether the survey took into consideration the possibility of an A+? Professor Wilhelmsen stated that a possibility of an A+ was not considered. Another Senator stated that we should consider what an “A” means and it is hard to believe one can be better than perfect. The Chair expressed surprise at the results of the student survey since the law school has been using a plus/minus system for a long time. She noted that a focus group of law students was overwhelmingly in favor of plus/minus grading. Several Senators commented that a small change in GPA could make a significant difference in gaining admission to law or graduate school. The discussion ended with no clear recommendation except that next year's committee would once again consider this issue.

Sabbatical Leave Committee - 2018-19 Sabbatical Approval: The list of sabbaticals beginning fall 2018 passed without objection.

Graduate Student Committee Appointments 2017-2020: The Senate was presented with the list of graduate student appointments to senate committees. This list passed unanimously.

Classroom Space Resolution: Chair Brandt invited Professor Kenton Bird to present a proposed resolution on classroom space. Professor Bird stated that his concern about the loss of classroom space emerged out of his attempts as Director of General Education to schedule ISEM 301's. After discussing his concerns with Senate Leadership, a meeting with Registrar Heather Chermak and Ted Unzicker was set up. At this meeting, Ms. Chermak presented a spreadsheet (see classroom space report in Senate packet) that showed a net loss of 46 general-use classrooms containing 1416 seats since 2008. Given this information, he proposed the resolution contained on the Senate agenda. The gist of the resolution is to “impose a moratorium on conversion of general-use classrooms to non-instructional purposes until such space can be replaced in comparable configurations.” The resolution also asks the Facilities Scheduling Policy Committee to protect and enhance instructional spaces. In response to a question about why the classroom spaces had been lost, Professor Bird commented that there were many valid reasons but the

overall loss had constituted a death by a thousand cuts. There was a question about why departments controlled some classroom spaces? Ms. Chermak commented that she was not completely sure why this occurred, except that it was rooted in our history. Professor Bird suggested that perhaps some of these department controlled classrooms could be returned to general usage in the hours that the department is not using the room. Provost Wiencek stated that these are the kinds of issues being discussed in Cabinet meetings and expressed his general support for the resolution. A motion (Folwell/Miranda Anderson) to support the resolution as offered passed without objection.

Faculty Compensation Task Force: Chair Brandt turned the floor over to Vice Chair Hrdlicka to discuss developments with the Faculty Compensation Task Force. Professor Hrdlicka explained that the task force had met twelve times. The task force has been charged with working with the Director of Human Resources and the Vice President for Finance to develop a market based compensation system for faculty. The task force had representatives from all colleges. The task force informed itself on the progress made by the staff compensation task force and then sought to establish a framework for creating a parallel system for faculty.

Along the way, the task force learned about CIP codes, the Carnegie classification system, and the availability of suitable databases. The task force sought to reach a consensus on the following:

- What our peer group should be
- What salary database to use
- What the overall salary target should be
- How should we use CIP codes
- How often should we reevaluate our peer groups and salary target

Eventually the task force agreed on the following recommendations:

- The UI should use a market group that encompasses all Carnegie R-I, R-II, and R-III institutions. This represents all U.S. public and private doctorate granting institutions.
- The UI salary goal should be the market average of the above institutions.
- We should annually reevaluate our progress towards achieving the above goal.
- In cooperation with relevant parties, Human Resources should determine a six-digit CIP code for all faculty members. This also should be reevaluated as appropriate.
- In cooperation with relevant parties, Human Resources will assign a market rate for every faculty member based on CUPA-HR as a primary database and the Oklahoma State Survey as a secondary source. Whenever possible this market rate should be based on the six-digit CIP code.

Professor Hrdlicka explained that CIP codes stand for Classification of Instructional Programs. These are nationally standardized codes. The UI currently assigns these codes to programs, but not to individual faculty members. The difference between the two-digit, the four-digit, and the six-digit codes corresponds to levels of specialization. There was a strong preference on the task force to use the higher degree of specialization to classify faculty when possible. The CIP code will be determined through negotiation and dialog between the faculty member and relevant administrators. One problem is that the higher level of specialization (six digit code) comes with a decreased number of respondents (or data points) in the salary surveys.

Faculty Secretary Note: At this point, the Senate paused the discussion of the recommendations of the Faculty Compensation Task Force and went into Executive Session to receive recommendations from the Senate search committee for the soon to be vacant Faculty Secretary position (see FSH 1570-C-4).

Minutes were not taken during the Executive Session. After the session, the Senate returned to discussing the recommendations of the task force.

Faculty Compensation Task Force (cont.): Professor Hrdlicka resumed the conversation over the task force recommendations by reviewing the two major data sources. As a source of data, CUPA-HR contains salary information for all the Carnegie levels we wish to use. It contains very good coverage at the four-digit CIP Code level, but poor coverage at the six-digit level. CUPA-HR has a high level of functionality and is subscription based. The Oklahoma State database contains only information for R-I and R-II institutions. It has a higher number of respondents at the six-digit CIP code level, but not a great deal of functionality.

Professor Hrdlicka explained that the task force had spent the last two meetings discussing a model to determine target salaries. The task force has reached agreement on a model that focuses on rank and longevity. The model will probably have a merit component, although how that will be determined has not been resolved. The model under discussion assumes that half of salaries will be below market and half above. It also seeks to bring in assistant professor at a point fairly close to market, as this will help make the UI more competitive. Thus, the salary progression of an assistant professor to reach their market target will be fairly flat. Similar assumptions are built into the model for associate professors. At the full professor level, the model does not assume that a faculty member will be that close to market initially, but the salary progression will eventually take the person well past the market target.

Professor Hrdlicka summarized the recent discussions of the task force as considering a distribution model that will initially focus on those furthest away from their market target. The task force also prefers to keep the current salary bumps for promotion. One Senator suggested that the task force should resist the temptation to overthink this process. In contrast, another Senator expressed a hope that more thought would go into how to reward merit. Professor Hrdlicka expressed the view that our promotion process tends to ensure that the vast number of faculty are solid performers, although there may be a small group of faculty who don't meet expectations and a small group of faculty who might be characterized as "hyper-performers". He felt that in order to avoid losing "hyper-performers" we should build a merit element in the system, which would be determined by department chairs and deans.

Adjournment: After more discussion of how we might determine merit and to what extent that can be determined, the Chair noted that the meeting was past its normal adjournment time and had lost its quorum. If possible, the conversation could be continued at the next meeting. With a quorum no longer present, the meeting adjourned at 5:11.

Respectfully submitted,

Don Crowley, Faculty Secretary and
Secretary to the Faculty Senate

MEMORANDUM

Date: May 8, 2017
To: Liz Brandt
UI Faculty Senate
From: Faculty Affairs Committee
Re: Faculty Evaluation Survey Results

The Faculty Evaluation survey was prepared by the Faculty Affairs Committee in response to a motion passed by Faculty Senate on April 12, 2016. Faculty Senate requested a survey to obtain faculty feedback following the first use of the pilot narrative evaluation form. The information collected in this survey will be used to assess how this new approach has affected the annual evaluation process. The results of the survey are attached to this memo.

The general finding of the survey to the Faculty Senate: 303 surveys were started; 183 were completed.

FAC Observations and Recommendations

1. The survey demonstrates general support for the faculty evaluation process that was piloted in academic year 2016 – 2017.
2. A majority of respondents indicated that they preferred the narrative over the numerical format for the annual evaluation process.
3. 17 of 243 respondents to question 6 were not given the opportunity to meet with their supervisors during the annual evaluation process. This number should be 0.
4. In accordance with survey results, FAC recommends that pre-tenure faculty fill out a PD every year and post-tenure faculty be given the option to fill out a PD if significant changes arise in their job responsibilities.
5. FAC strongly recommends that appropriate training be provided for administrators who perform performance evaluations.

FAC Motion:

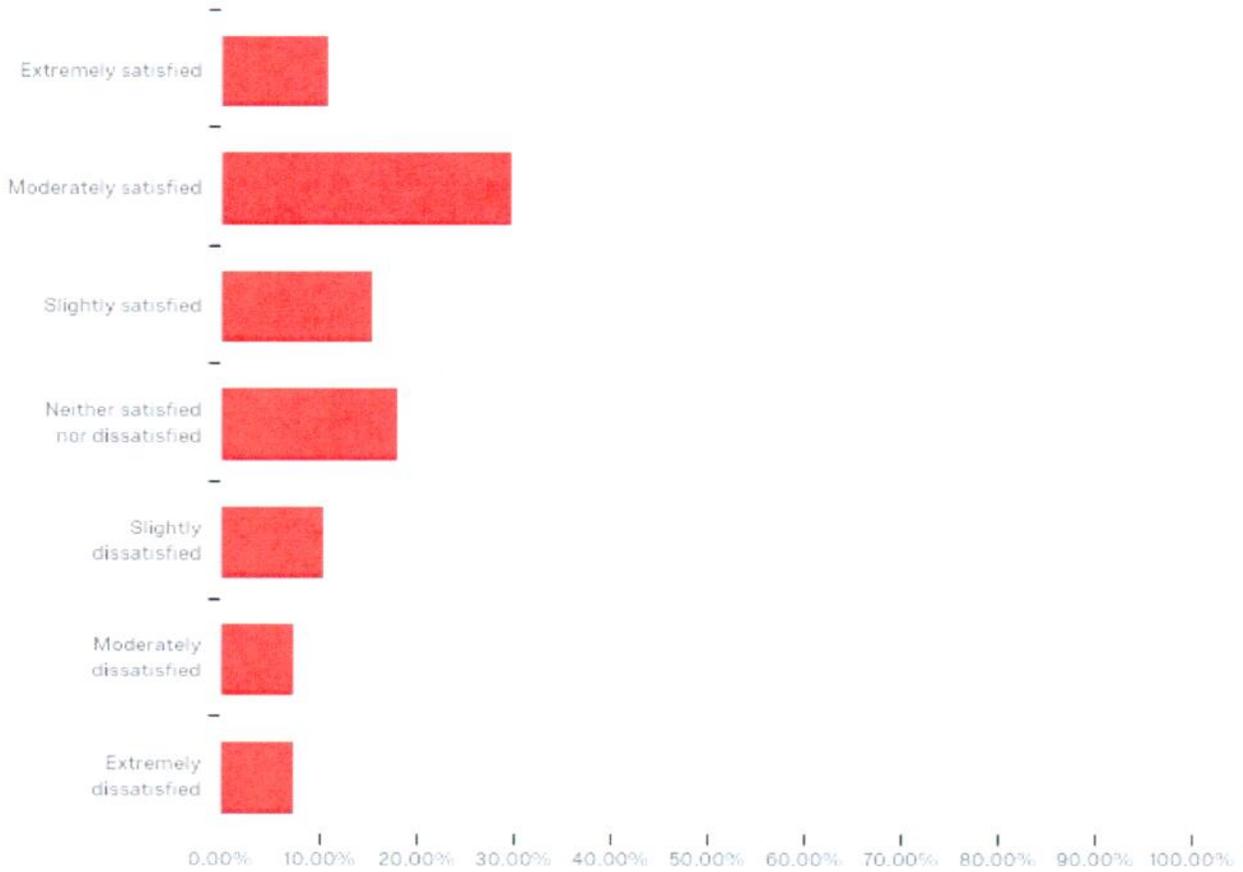
6. All responsibility categories will have two boxes (meets/does not meet expectations) and one box which would be used as a summary (overall) check box which denotes meeting expectations overall, removing the current two boxes (meets/does not meet expectations). Machlis/Ytreberg. 4-1 passes.

Default Report

FAC Performance Review Survey

April 13th 2017, 10:33 am PDT

Q2 - How satisfied were you with the new annual review form?

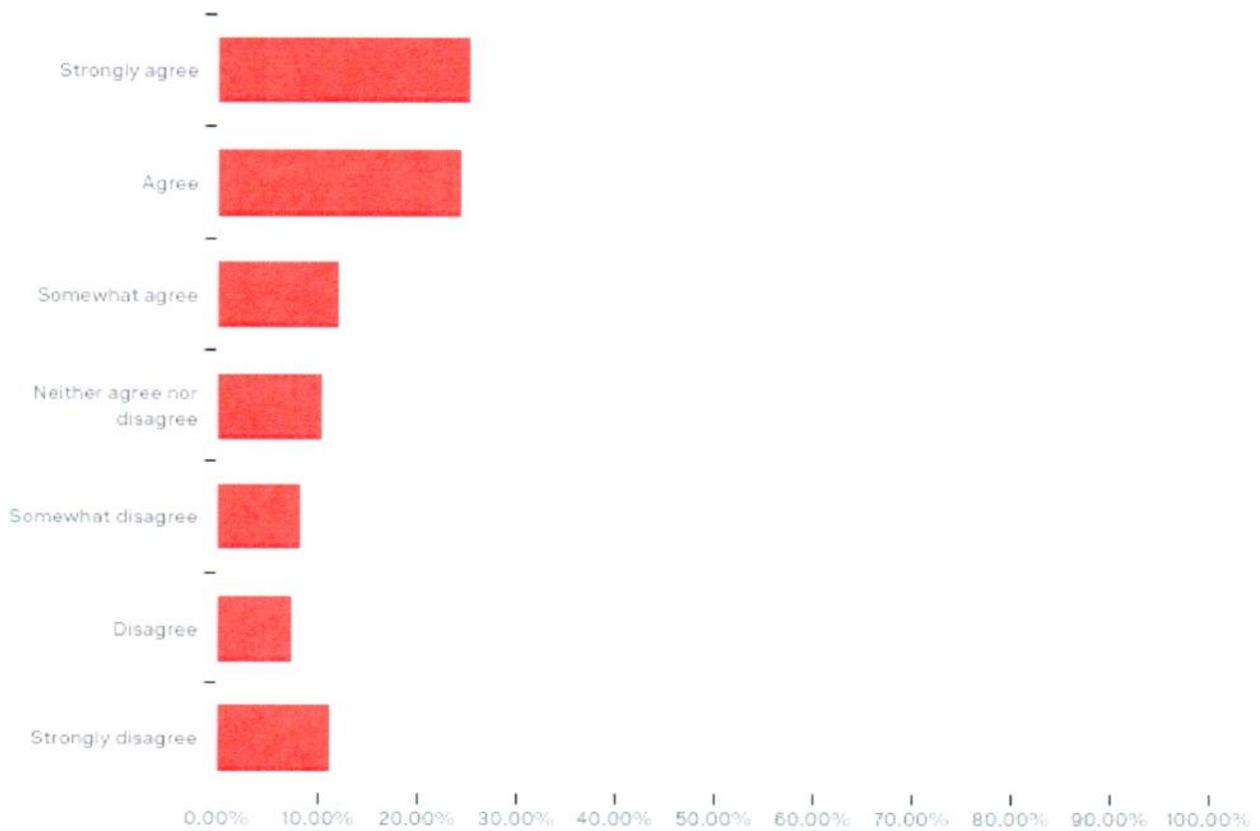


#	Answer	%	Count
1	Extremely satisfied	10.92%	26
2	Moderately satisfied	29.83%	71
3	Slightly satisfied	15.55%	37
4	Neither satisfied nor dissatisfied	18.07%	43
5	Slightly dissatisfied	10.50%	25
6	Moderately dissatisfied	7.56%	18
7	Extremely dissatisfied	7.56%	18

100%

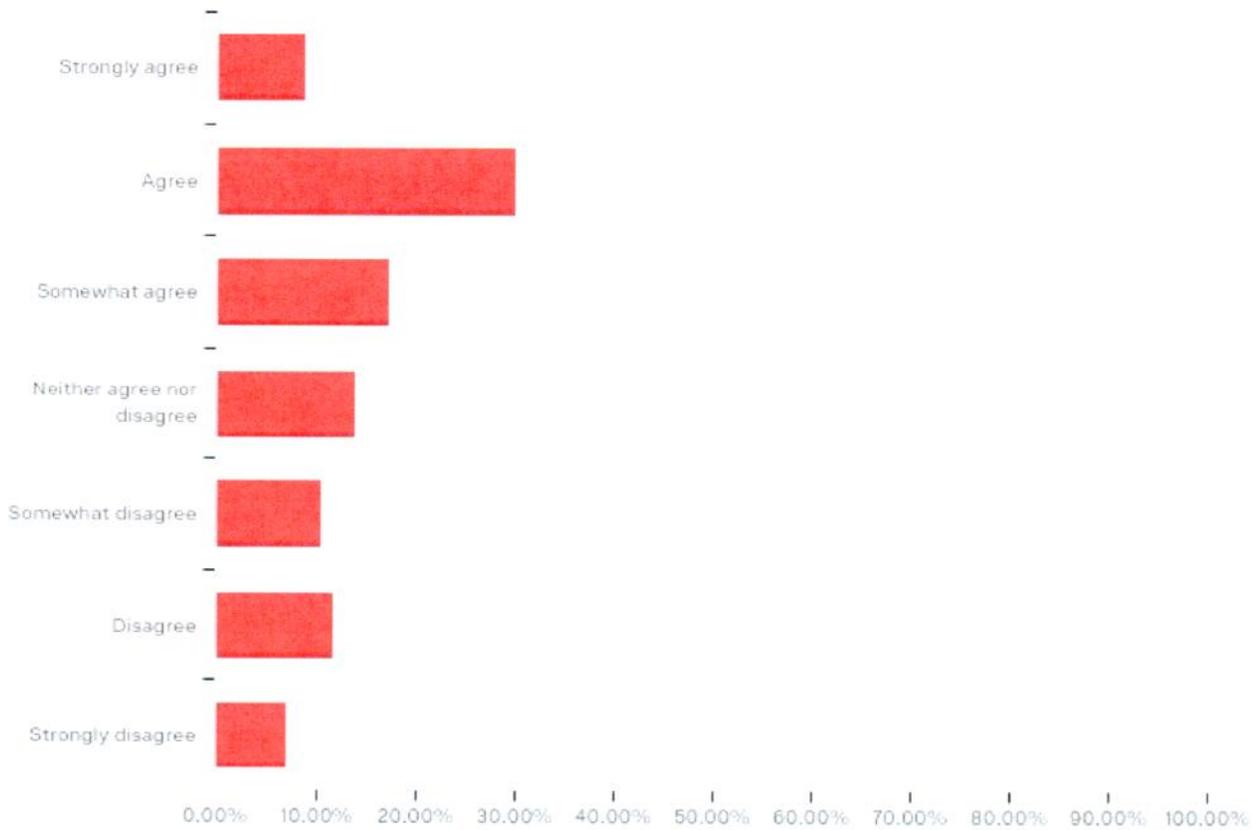
238

Q3 - I support removing the numerical score from the annual evaluation.



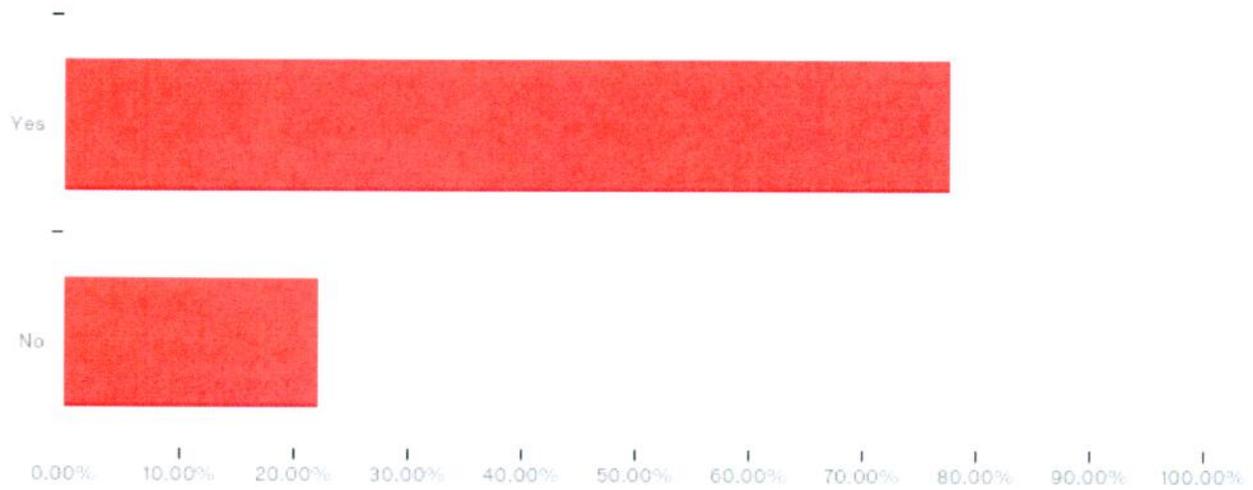
#	Answer	%	Count
1	Strongly agree	25.32%	60
2	Agree	24.47%	58
3	Somewhat agree	12.24%	29
4	Neither agree nor disagree	10.55%	25
5	Somewhat disagree	8.44%	20
6	Disagree	7.59%	18
7	Strongly disagree	11.39%	27
	Total	100%	237

Q4 - The new evaluation process at the University of Idaho allows my performance to be assessed accurately.



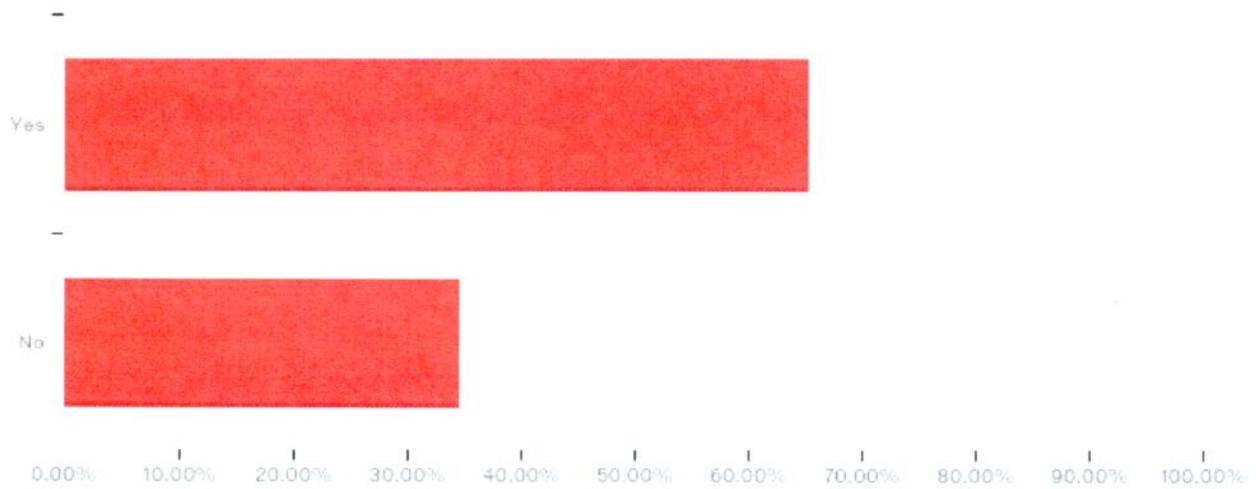
#	Answer	%	Count
1	Strongly agree	8.90%	21
2	Agree	30.08%	71
3	Somewhat agree	17.37%	41
4	Neither agree nor disagree	13.98%	33
5	Somewhat disagree	10.59%	25
6	Disagree	11.86%	28
7	Strongly disagree	7.20%	17
	Total	100%	236

Q5 - Did you have a meeting with your supervisor to discuss your annual evaluation?



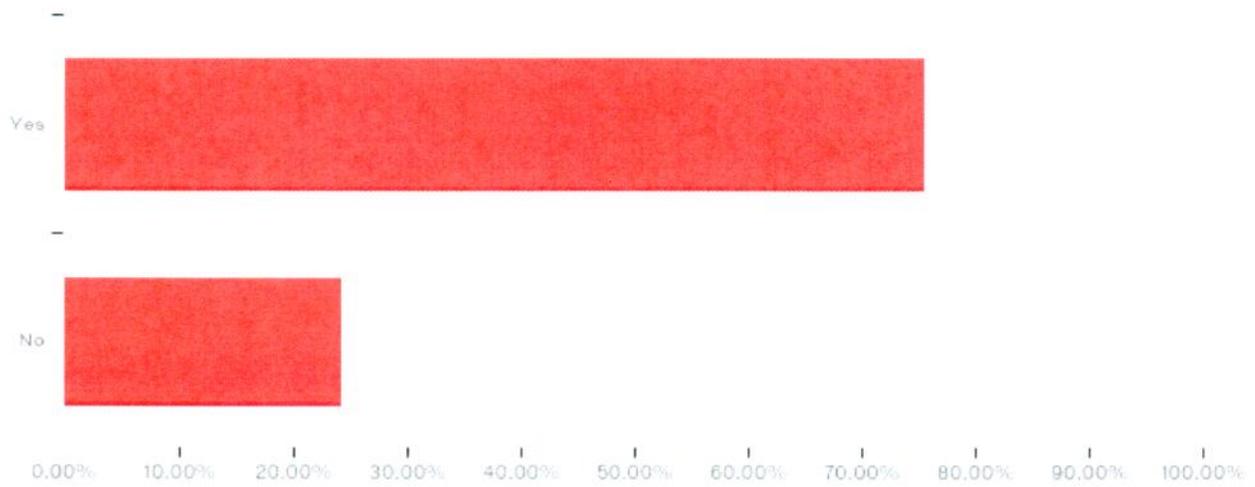
#	Answer	%	Count
1	Yes	77.73%	185
2	No	22.27%	53
	Total	100%	238

Q6 - If no, were you offered to meet with your supervisor?



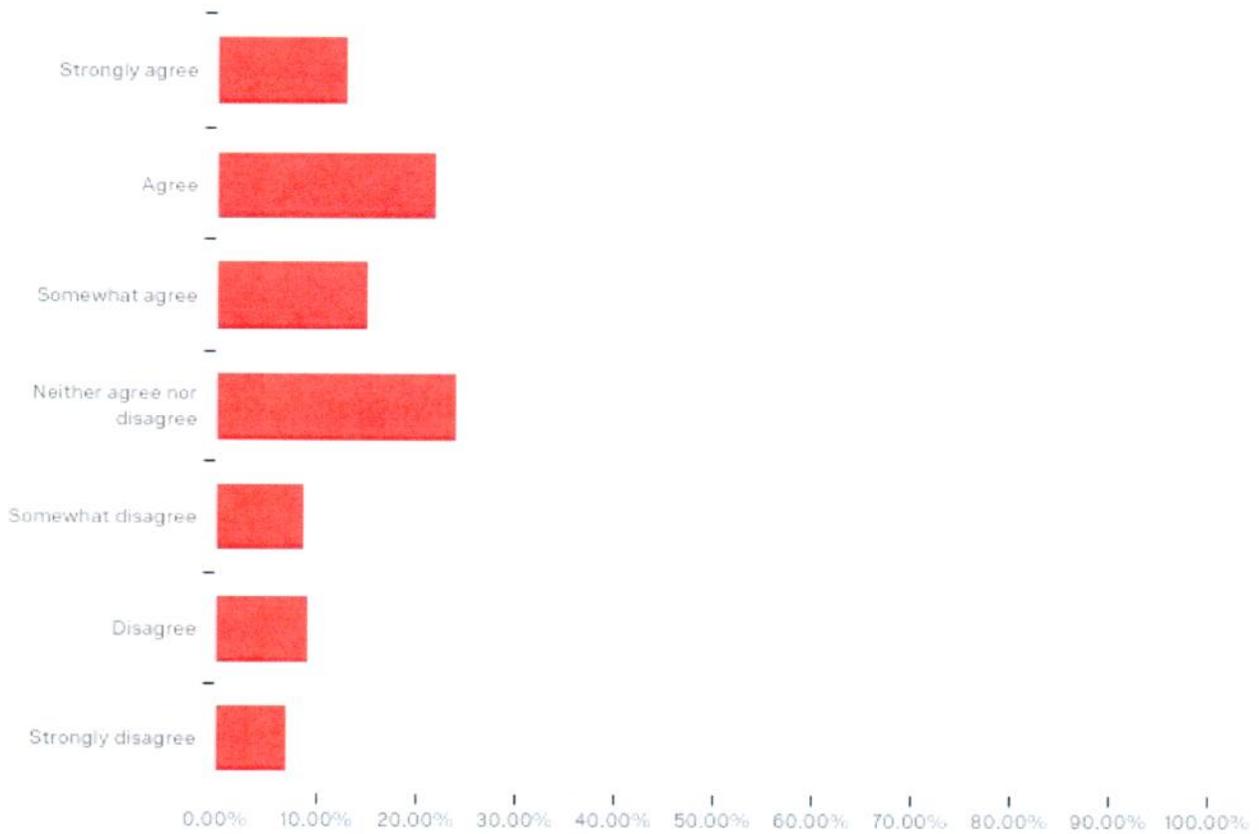
#	Answer	%	Count
1	Yes	65.31%	32
2	No	34.69%	17
	Total	100%	49

Q7 - Were you asked to do a self-evaluation/narrative as part of your annual evaluation?



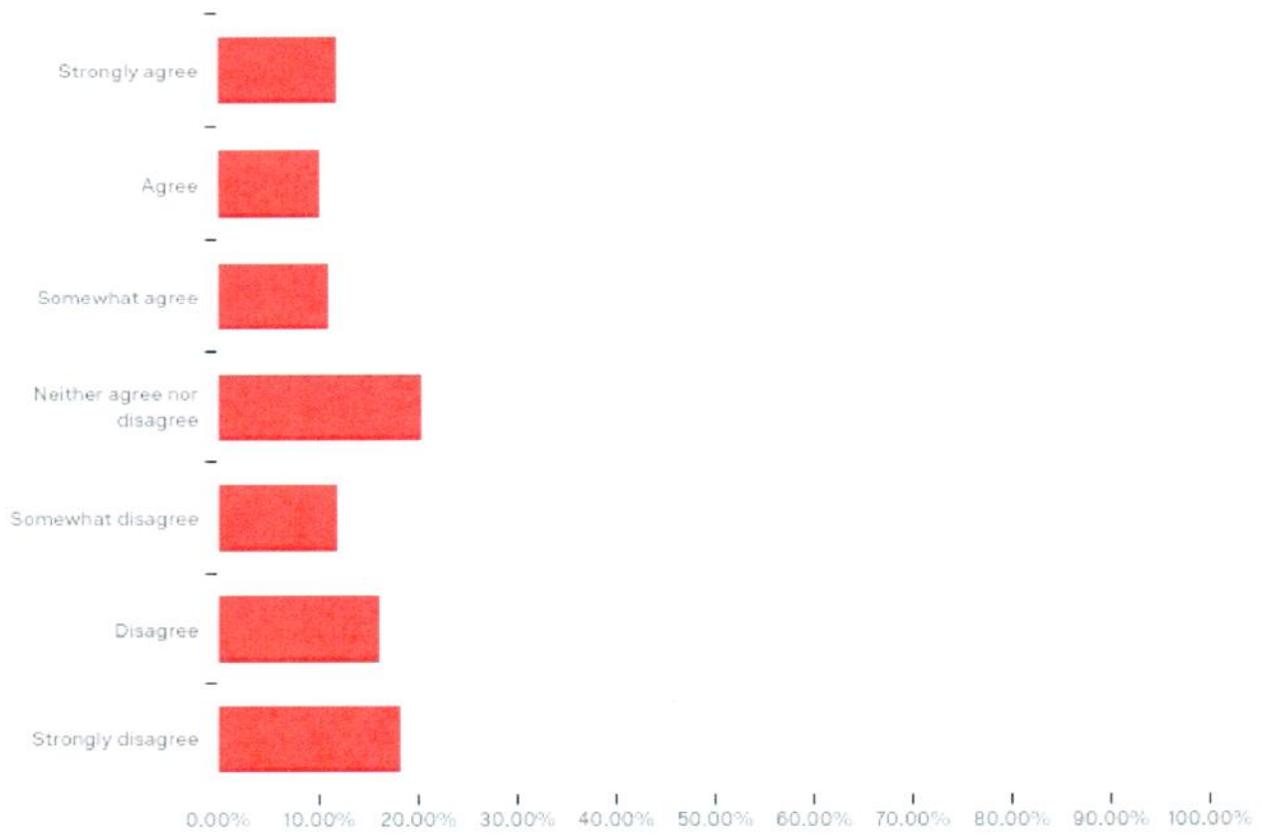
#	Answer	%	Count
1	Yes	75.64%	177
2	No	24.36%	57
	Total	100%	234

Q8 - The new evaluation process at the University of Idaho allows my performance to be assessed more easily?



#	Answer	%	Count
1	Strongly agree	13.14%	31
2	Agree	22.03%	52
3	Somewhat agree	15.25%	36
4	Neither agree nor disagree	24.15%	57
5	Somewhat disagree	8.90%	21
6	Disagree	9.32%	22
7	Strongly disagree	7.20%	17
	Total	100%	236

Q9 - I prefer the numerical score on the annual evaluation.

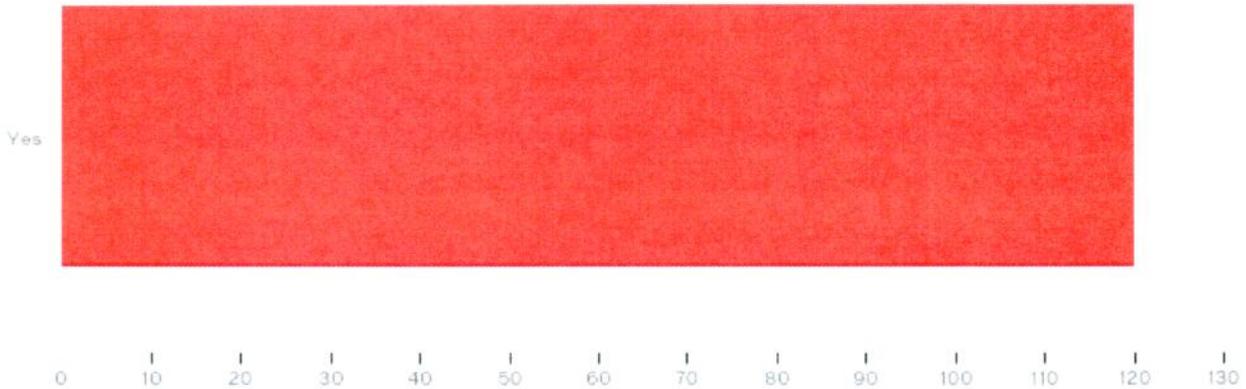


#	Answer	%	Count
1	Strongly agree	11.91%	28
2	Agree	10.21%	24
3	Somewhat agree	11.06%	26
4	Neither agree nor disagree	20.43%	48
5	Somewhat disagree	11.91%	28
6	Disagree	16.17%	38
7	Strongly disagree	18.30%	43
	Total	100%	235

#	Answer	%	Count
1	Strongly agree	11.91%	28
2	Agree	10.21%	24
3	Somewhat agree	11.06%	26
4	Neither agree nor disagree	20.43%	48
5	Somewhat disagree	11.91%	28
6	Disagree	16.17%	38
7	Strongly disagree	18.30%	43

Q21 - Would you like to provide a comment on the annual review process?

-



#	Answer	%	Count
1	Yes	100.00%	120
	Total	100%	120

Q21_1_TEXT - Yes

Yes

Not sure why my boss tells me that I'm doing an exceptional, above and beyond job but gives me a 3 for "meeting standards" because that's the culture here. I feel that my scores on my evaluation should reflect my performance. I guess if that is how HR is wanting supervisors to evaluate employees there should be a better explanation than that's what we're supposed to be doing.

There should only be two "boxes" to check - meets expectations or doesn't. I would also like to see this evaluation (meets/doesn't) for each category to provide more clear feedback when there is a problem. The form itself needs serious attention - it is not professionally formatted. Let some of our great staff work on this to make it usable by chairs.

I detest numbers and using numbers to rate individuals. The notion that we are average in a numerical sense is demeaning.... How about more room here to discuss.

The "Making progress" check box language is confusing. Suggests that employee is not performing adequately but is addressing concerns perhaps raised in a previous evaluation. Can this be clearer.

The wacky bar at the top is too fancy and doesn't always work. There was a lot of time wasted trying to figure that out.

I'm glad the numerical score was removed. It was meaningless.

The form was improved because it was simplified, but without a numeric score, it is unclear how potential raises will be merit-based.

For faculty who are productive and high performers I think either process works adequately. However, for faculty who are underperforming I think a more robust process that includes numerical scores AND narrative would be

more valuable.

The strength of the new process is that it forces the faculty member and the supervisor/administrator to have a more detailed and substantive conversation about the faculty member's strengths, weaknesses, and how to balance the amount of effort the faculty member applies to each part of their job. However, this only works when the person doing the evaluation is willing and able to put the effort into the evaluation process. This is extra work for the person doing the evaluation and this new extra work should be acknowledged in their position descriptions. What I hope the new evaluation form would do is create a more collaborative relationship between the administrator and the faculty member rather than what I have perceived in the past what can be a more adversarial relationship based on the assessment of a numerical grade. On a more technical note, although the numerical system was attractive because of the assessment of the faculty member by the percentage weightings of the different part of their job in their position description, using the numerical system masked the realities of the activities that were actually valued more than others; namely scholarship, irrespective of the percentage time allocation. The new system had the potential of being much more accurate at facilitating the conversation in both directions between the faculty member and administrator about what is valued and what is rewarded. However this will only work if the administrators do the work required to write an accurate narrative. I will add one more point: There appears to be in some departments a lack of awareness or acknowledgement that not all teaching assignments or committee assignments are created equal. Those writing the narratives need to be aware of this and acknowledge these differences. E.g. teaching a 3 credit, 4 graduate student class is very different than teaching a 100 or 200 level course with over 100 students.

Annual evaluations are a superficial and nearly pointless exercise. I'd rather self-flagellate while walking slowly on hot coals.

The detail of a numerical score simply caused stress and "bad blood" among employees and supervisors. And since there is no money for any significant raises (CEC is essentially a cost of living increase when it is given), the numerical score was totally unnecessary.

We need to slow down and ask why the evaluation process isn't just binomial. We claim to have a merit based raise structure, but that isn't true, or it is ill thought. If the raise structure isn't clear and raises are obtainable then it has no potential to increase productivity. Thus, we need just a "yes, being a professor" or "no." Also, stop pretending we are evaluating teaching. The research is extremely clear: student evaluations of teaching are meaningless. You can pretend to be a scholar in one context and not another. Anyone who uses student evals at all is a hypocrit and cannot be respected in a academic environment.

I think it is important that annual evaluations be a reflection of position descriptions, especially for Clinical Faculty, but this is difficult if position descriptions keep changing annually and frequently must be altered before fall semester since teaching schedules can be inaccurate in November for the following fall. Being evaluated and writing position descriptions in line with the academic year, which we are contracted for, would seem to make some of this clearer. I don't understand why we are writing position descriptions and completing evaluations on the calendar year when our contracts and payments are aligned with the academic year.

1) The previous process already allowed for a narrative evaluation and had the added strength of providing quantifiable measures for overall performance as well as performance in scholarship, teaching, outreach, extension and service. In my opinion, much of the dissatisfaction with the previous system was not linked to the evaluation form itself, but to i) the inconsistent application of the numerical scores across units (mainly due to lack of guidance to unit leaders from higher leadership), and, interrelatedly, ii) how faculty members perceive the numerical scores were utilized for to determine salary raises (potentially disadvantaging them if in departments that gave low overall scores). The previous tool, if implemented correctly, provided department chairs the ability to precisely opine on the performance of a given faculty member by using numbers, with the narrative text providing nuance to the numerical score. Numbers are not subject to re-interpretation. A narrative-only evaluation form, on the other hand, requires careful choice of words by the evaluator, which can be challenging (the process this year certainly exposed this problem in our unit). Moreover, a narrative evaluation without the context of a numerical score, is subject to "appropriate" interpretation by reader and even open to re-interpretation by the evaluator when they review the evaluation at a later time. I predict that a narrative-only evaluation form will render units and the institution vulnerable to harmful appeals and liability concerns during tenure and promotion cases and/or salary raise decisions.

Confusing! There are two boxes checked (please see below) on page 2 even though only one should have been checked: x Faculty member is making progress on the goals defined in the position description, contributes positively to life and learning at the University of Idaho. x Faculty member is not meeting University of Idaho performance expectation.

keep things as they are for a couple of cycles before making major changes

Salaries of faculty and staff are below market. ALL salaries need to be raised, but if raises are based on merit (as they have been in the past) how can you determine merit?

Although I do prefer a more narrative approach to the evaluation process, I still question the extent to which this process accurately assesses performance in relation to P&T requirements/criteria. I guess I would like to see a more transparent connection between the annual evaluation process and the Promotion & Tenure process (perhaps this is an individual Department/College issue, but top-down guidance on this might be useful and feel more equitable across departments for junior faculty). And though I do realize our supervisors have many employees to assess, I still leave the evaluation process with the sense that I have simply evaluated myself and my supervisor has cut and paste my own words/perspective into their evaluation forms--an actual assessment beyond my "self-assessment" has not necessarily occurred. One last thought: the length of my narrative was 12 pages which seemed excessive--I learned from this first year of this new form to decrease my "future goals" to 2 or 3 to cut down on the amount of reporting needed in my future narrative.

I'm a staff member, so not sure if this survey applies to me. I did not notice a difference in the Faculty Non-Exempt evaluation process this year.

I feel that if an employee meets standards then an evaluation shouldn't have to be done... only if there is a problem

If funding is available for merit pay the lack of a meaningful way to rank faculty will impede our ability to allocate those funds.

The numerical score has some advantages. The problem wasn't the numerical score per se, just how administrators assigned the score. There was a deliberate attempt to assign scores that were lower than was deserved based on college criteria.

I'm very old-fashioned, having come to UI some 46 years ago when evaluations were a recent matter. As a young assistant prof I was really "into" them, and we had friendly competitions for a few years there. For quite some time now, I've regarded the evaluations as irrelevant, at least to me, so I've largely ignored them & plan to do so hereafter. Good news, though, is that I'll likely retire in another year or two, so my pedagogical ineptitude will soon fade into oblivion.

My supervisor never contacted me in regards to doing a faculty evaluation. I received no emails from the admin assistant either regarding what I was to do for the evaluation.

Part of my concern was having an evaluation this year that was not based on the position description used for the year. But as someone who has been a department chair as well, I think the new form leaves far too much to the opinion of the chair/deans conducting the evaluation to bias with opinion without really having a metric

Is there another way to assess and discuss teaching performance outside of the UI-online evaluation system?

People do what in inspect, not what you expect. The new form does no "inspect" enough, and does not allow us to differentiate from "minimal acceptable" to "exceeding all expectations".

No difference between "word" categories vs numerical scores. They keep contingent faculty on the fringes in that they are built around those with permanent/research status. Too much emphasis on student evaluations which are the equivalent of "how well do the students LIKE the classes taught."

Without any number, the whole performance review is subjective.

Having all the papers, presentations, and grants on just the right half of the paper is silly. Allow those items to span the full page width.

In the absence of numerical scores one does need a meets/does not meet check box for EACH CATEGORY.

I don't mind the process, but the forms have to be competently designed by someone who knows how to use computer software to produce a form that can be easily filled out and shared.

The new evaluation system, while meant to remove fretting over numbers (I believe), has become a less nuanced and in some ways less accurate picture and document of the quality of one's work. I appreciate (coming from the arts) being able to make my case on terms suited to my field rather than the sciences, but the clarity of where one stands (regarding tenure, promotion, merit raises) has become murkier and potentially open to forms of misuse or unfairness. Also, the survey would do well to include the response option, "I don't know" as clearly we are at a point too early to be able to tell how this all pans out.

I think this is a move in the right direction. The five point numeric scale was a ruse because the full scale was not used. Most faculty got meets expectations represented by a three, and faculty who didn't meet expectations got a 2. The 4 and 5 on the point system were rarely used. I was frustrated by the fact that I could work my butt off and still get the same number as someone who was less productive. The non numeric form at least acknowledges that. I am also certain that administration will find some way to misuse the form/evaluation process and so I'm withholding judgement on its success.

It was worthless

The more subjective approach to evaluation allows for greater opportunity for discrimination.

No evaluation system is perfect. The new evaluation forms are a step (or more) back. I think the numerical scores were extremely useful.

I answered neutrally on several problems which ask for a comparison with previous annual evaluation forms, which I have not used (my current position is relatively new).

This is better than the old form. Student evaluations are not representative and this form recognizes that a little better.

It still feels pretty broken to me, but getting rid of the false objectivity of quantification is a step in the right direction. It seems to me that best practices in employee evaluation have moved on from where we are now at the U of I. We should do better to keep step with methods that are current and empirically grounded.

If the intent was to obtain more information on how to improve, the new model is a failure. I have always received detailed feedback on how to improve. The new assessment tool puts everyone in two buckets, meets or does not meet. How will merriets increase, if they ever happen again, be determined with all in the same bucket?

Numerical score is not adequate but the new forms don't encourage a thorough evaluation of performance.

Supervisors should be required to explicitly state how performance compares to PD and expectations in a qualitative way. Employees can/should describe explicitly how they perceive their efforts relative to PD expectations. Entire process could be streamlined if upcoming year's expectations are established at the time of the current year's evaluation.

One size fits all is problematic. In my case professional community service (reviewing manuscripts for journals, proposal reviews for federal agencies, etc) are underweighted despite eh considerable time required.

Making performance evaluations more subjective expose faculty to the wimps of the department head. I rather have teaching/research/service grids with clear expectations than a standard of performance in the head of a department head. Also, we were asked to both complete the new and the old format, obviously because the latter has numerical scores (for research only, though)

I would like to know more about the rationale for proposing the change; the evaluation that came back to me just listed my accomplishments with no indication as to whether my achievements were satisfactory or not. Is there a standard for the University? Why is this being put in place? Have any criteria been established for administrators to evaluate their faculty?

The new form was a terrific improvement over the old one. It was much more efficient, intuitive, and easier to fill out. I would like a category that allows users to more easily discuss contributions to curriculum and program development.

The new process is slightly less onerous than the previous one, and this is a good thing.

The bar graph plot was cumbersome and didn't work well on a Mac, just add %, as an administrator I chose to provide commentary on meets, exceeds or does not meet expectations in each category, that was much easier than deciding between 3,4 and 5 for example and caused me to write more commentary for the faculty member in each area

In our college we were required to do the old and the new form. So, not less work, more. Eliminating numerical rankings makes me wonder why we don't follow and make all classroom grades Pass/Fail. Be a lot easier.

The format of the form could be improved. the template in MS word was not assembled optimally.

Allows for a more nuanced evaluation for a job that frequently changes duties over the course of a year.

Abandon 'Position Description' in its current form entirely. Don't evaluate Professors annually. Both steps will economize unit administrator and other administrative resources.

I think the two options regarding meeting expectations are confusing because the first has too many things wrapped up in it (i.e., making progress on goals AND contributes...). I recommend that these be separated. It is possible for someone to do one of these things but not the other (e.g., make progress on position description goals while not contributing).

As I understand the new evaluation system, I am evaluated on my performance for the year, but am only provided a satisfactory or unsatisfactory score. This seems like it will create mediocrity if there is no evaluation score, and corresponding salary incentive, that goes with the evaluation.

Two points. We need to include better guidance on what "making progress" and "meeting expectations" means. They are neither disjoint nor comprehensive. Also, I would like to see more guidance that the narrative should address QUALITY and not just QUANTITY.

My department has routinely incorporated narratives (including both the faculty member's self-evaluation and the department head's narrative evaluation) as part of the annual evaluation process. The new evaluation form worked well with our procedures.

My supervisor has me self-evaluate and then they add or change very little so I do not see the benefit. I feel that I am a hard worker and my supervisor seems to agree but what is the point of me evaluating myself once a year? I think that we should also be able to evaluate our supervisors.

the non-numerical form transforms this process into a meaningful process, a process where discussions can focus on the substance of one's work rather than justifying scores.

I like that the narrative sections are held to brief comments, however, I had important activities which could not be included because of the space limitations.

I felt that new evaluation forms overlook cases that are performing above expectation

Removal of the numerical system adds more subjectivity to the process and may not adequately assess how well the employee is performing. However, if the numerical system has no bearing on P&T of employees, as was communicated to the faculty in 2016, then it is really irrelevant.

The format and structure of the new form is great, but perhaps it would be easier to use a PDF form or even an online form?

I believe both the evaluation and position description should be combined into a single form, once a year, and in that form we'd also set our goals for next year. This would be accompanied by a meeting in which the goals, position description and evaluation would all be reviewed together.

Removing the numbers makes it easier for department heads to complete the evaluation, but makes it much harder for me to know how my performance is being perceived. Basically the new evaluation allows the department head to give me one of three grades, an A (exceeds expectations), a C (meets expectations) or an F (does not meet expectations). Numerical scores provide a much more fine grained evaluation of my performance. Essentially, the new form boils everything down to a "pass" or "no pass" (satisfactory or not satisfactory) which lumps everyone in the category together.

The idea that supervisors can check both boxes is absurd. Completely absurd.

It's an improvement as compared to the old process.

This new process did not reduce the amount of work I had to do - I still needed to provide a self-narrative. it is unclear how this can be used to award merit - since we really have never used the evals to my knowledge to award merit maybe a numerical system is not needed anymore.

It feels like this new system is a way to weaken merit-based raises (above and beyond any universal UI raise). I don't know if that's true, but it seems like it.

Please use the form to serve as the position description as well as the annual review. This would enable us to have a single form for the process.

Research suggests that the Numerical score doesn't help, but the conclusion of process just feels like one should shrug in response to how much effort we individually put into this paper. Perhaps having a check box in each category would be helpful to make this a bit more tailored and specific. Otherwise this just feels like an exercise in paperwork to do it. Numbers don't fix the problem. We need something more authentic than both options you questions. That program chairs be more authentic with their governing. Let be generally supportive to faculty advancement and hide less behind the mechanics of paperwork.

I think it is childish that faculty are afraid of the numerical scores. They offer a tangible way for people to understand the views of their leadership and marry well with the narrative section of the evaluation. My evaluation process, due to the form, was marketedly less satisfying and totally unhelpful. It was more of an inventory of what I've done rather than anything. So silly.

As an administrator, the annual review process went more smoothly without the numerical score. I did not have to deal with faculty complaining about being a 4.6 instead of a 4.8!

The numerical evaluation was not consistent between faculty and therefore was not the ideal metric to use. The new evaluation did not reward for going upon your job description. It also did not allow for a "grade" in areas that need improvement.

It would be nice to have a chance to meet with my supervisor to go over the evaluation. My job has changed since my job description was written, and I would have liked a chance to actually discuss what I'm expected to do (vs. what is on the job description).

The other thing that changed was how the open-ended questions were asked. I think the old evaluation form asked about the course and then a 2nd question about the course. With the new evaluation form, both questions are about the course. I think it was important to collect feedback on the instructor separate from the course.

It's a good step forward.

you really need to include a third check box identifying something to the effect that "there are concerns in particular area of your work"

This new form is precise, concise and eminently readable.

The check boxes below the Recommendation section need to be re-written. These boxes should indicate either acceptable performance OR unacceptable performance (and therefore triggering a review). Instructions (as an evaluator) whereby both boxes could be checked is confusing.

If the rule is that everyone gets a 3 unless they win the Nobel Prize, the numbers are meaningless, so why not remove them. I have received a 3 on scholarship when I have published a major work and a 3 when I published nothing but was working on an article. It is also unfair if everybody gets 3's is the rule in some colleges rather than others. In that case no numerical evaluations makes sense. I do wonder how--if there is ever merit money---that money would be distributed. On what basis? It seems the real issue is whether chairs and deans are willing to say that someone is not making progress enough to have their contract renewed or receive tenure---and be able to accurately justify that assessment on agreed upon grounds.

In my program, much of the material that represents quality research and achievement (to say nothing of "side" jobs and responsibilities) can really only find accurate, creditable form in an accompanying narrative (with visuals). The evaluation process is now somewhat less lengthy as we have shortened our teaching and course development descriptions. While the numerical "score" one was given in the older scheme was far from perfect, objective, or in some cases even meaningful, I'm not sure the new binary "is" or "isn't" terms provide more clarity, either with or without well written chair's letters. If there were to be a tenure or promotion process where the applicant's qualifications were less than clear-cut or obvious to all, I don't know whether referring to the newer annual evaluation forms would actually shed more light on the process than the old. If clarity, guidance, and fairness are sought with the new system, Chair's letters must be unequivocally clear in an attempt to avoid the naturally subjective reading of them.

My past experience is that there has been a lot of artificial gamesmanship to the annual review process, and I hope these new forms can refocus our time and energy on our core duties and goals.

We're not going to get rid of grades for students in favor of a "narrative" evaluation. We shouldn't do it for

ourselves either.

Need a way to distinguish between meeting expectations and exceeding expectations.

I think the entire idea of an "annual review process" has been demonstrated by academic research and practice to be entirely ineffectual and a total waste of time. It is the worst kind of time-consuming paperwork that adds stress and disruption without any clear benefit other than having another stack of paperwork demonstrating some measurable "performance" of employees that everyone participating in more-or-less acknowledges is bogus but "one of those things we have to do." So, let's do away with it! Buh-bye, performance reviews! Huzzah!

Unless and until we're willing to cease providing grades to our students on their performance, we should be willing and able to grade our own performance.

The old scoring system was somewhat useless anyway, since department chairs in my college (CLASS) were instructed to basically never give above a 3. (Plus, we so rarely get merit raises that it doesn't matter anyway.) I'm fine with the numberless evaluation system.

In the absence of numerical scores for each of the evaluated categories, a "meets - does not meet" check box for each individual category, not just for the entire evaluation!

Although the numerical system was flawed, this new system does not allow for a quality employee to receive a "meets expectations" if one part of the position description was less than expected. Although the narrative is helpful in ascertaining whether or not the employee was above expectations in all other aspects, it still does not benefit the employee in any way.

Annual review without reasonable and timely consequences is pointless for merit both in positive and negative cases

As a junior administrator responsible for faculty evaluations, completing the evaluations was MUCH easier since I and my colleague administrators did NOT have to compare numbers among faculty members. In addition, we did not have faculty members arguing for a higher numerical scores. So from an administration viewpoint, the new form made the evaluation process MUCH easier. Thank you!

It is interesting that teaching is never reviewed by colleagues. In the 11 years I've taught at UI not once has a supervisor or external reviewer come to one of my classes.

I believe the narrative form provides for nuance and detail that is crucial in evaluating performance. It allows the evaluation to fulfill both a summative and formative function.

I wish the review were more reflective of accomplishing stated goals and objectives. As is, it feels like the best strategy for faculty is to set lower bar goals/objectives with the intent of surpassing them for a higher evaluation. That sort of system creates unsustainable work/life balance. I wish evaluation were more a celebration of our success/achievements and helpful/constructive support for improvement along the way (not in a summative meeting at the end). Also, I feel that low returns on student evaluations are not reflective of teaching. We don't accept low returns in survey work for research, why do we accept them as representative for student evaluation? I am in favor of looking at better, fairer methods for evaluation of teaching performance. Thank you for conducting this survey.

We haven't done the evaluations for 2016. Regardless, I think that most awards and internal grants awarded by UI and also the very good annual evaluations (talking about 5/5 scores) are done based on politics, and not on the real merit of faculty. And this is really sad.

I'm glad the numerical score isn't part of it any more, because it was basically meaningless.

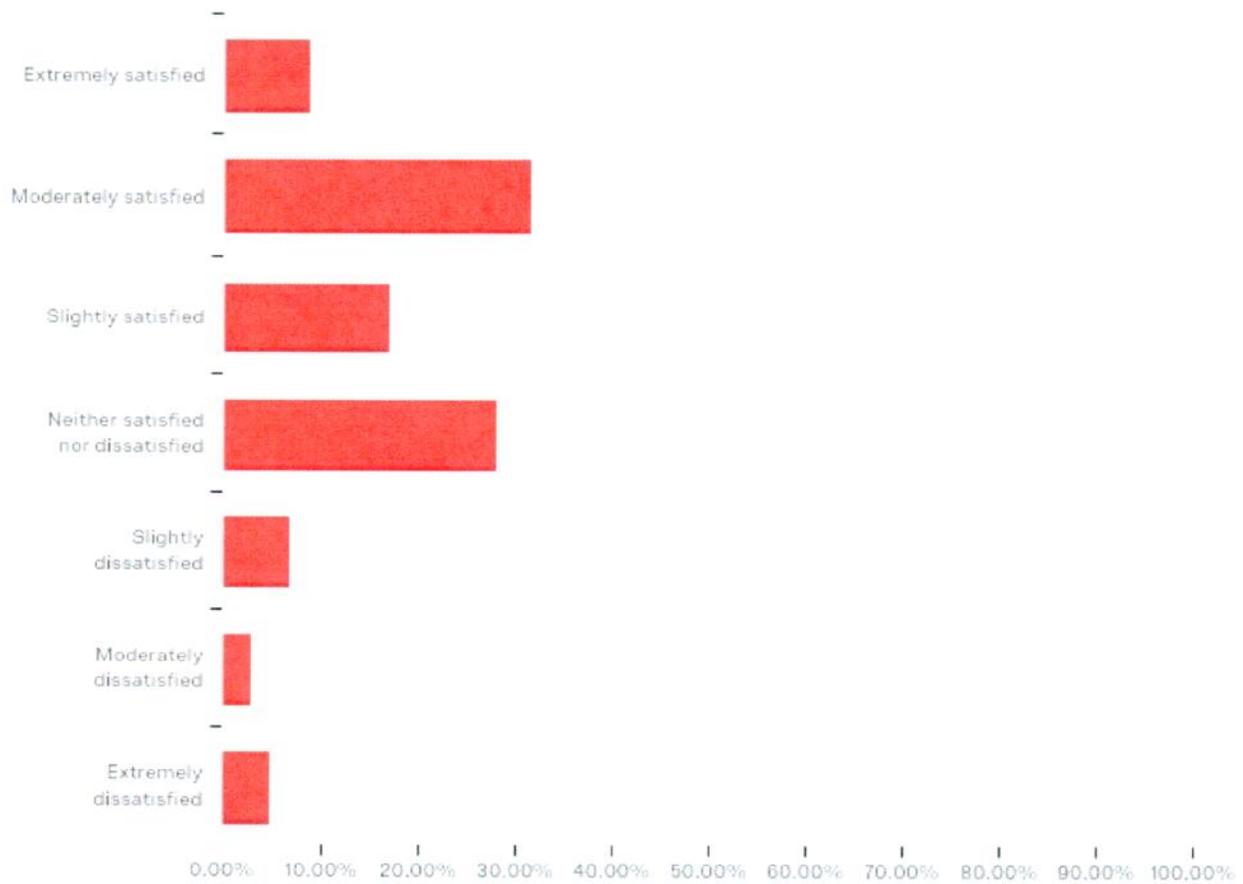
The forms did NOT work on Apple computers, caused huge amounts of frustrations and time wasted and were obviously not tested. I probably lost a day of productivity with this nonsense. As a computer scientist I cannot tell you how unacceptable this half-baked non-functioning form is.

There needs to be an exceeds expectations category to recognize higher-than-average performance.

It is unclear how UI will allocate merit pay.

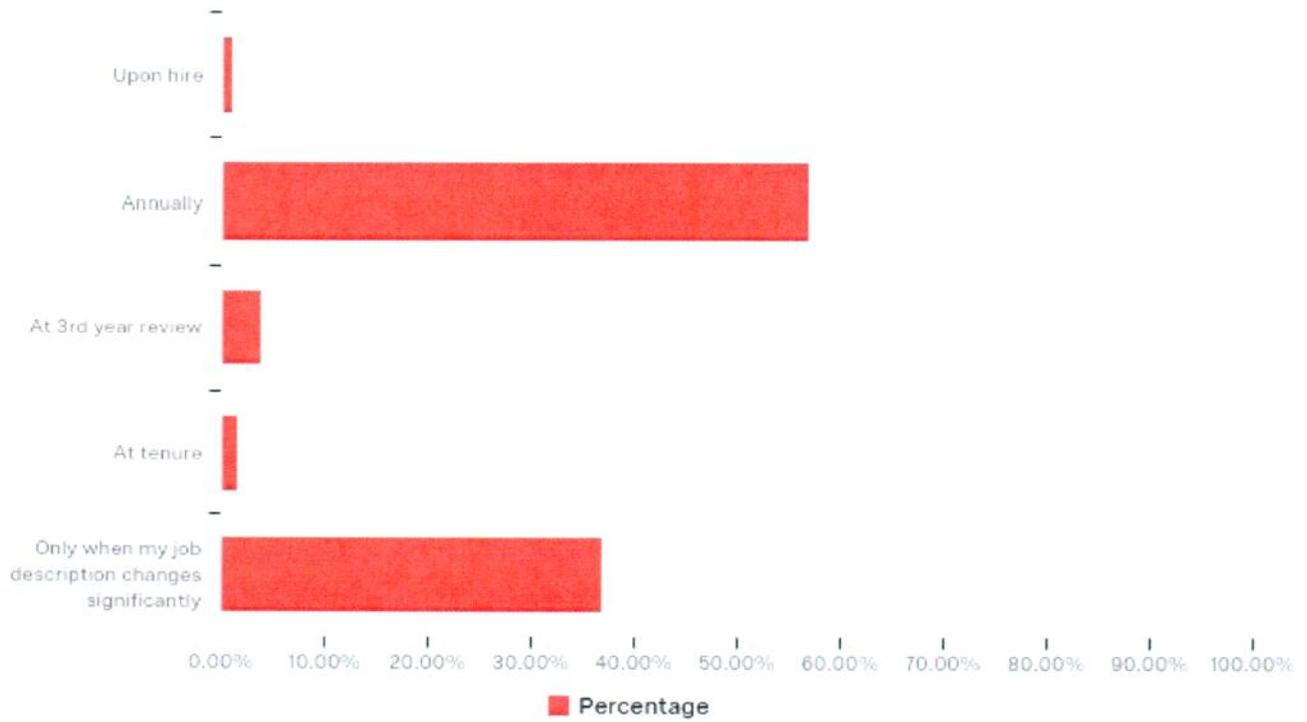
Too many rows for PDF export, try exporting to Word or CSV

Q19 - How satisfied were you with the new position description form?



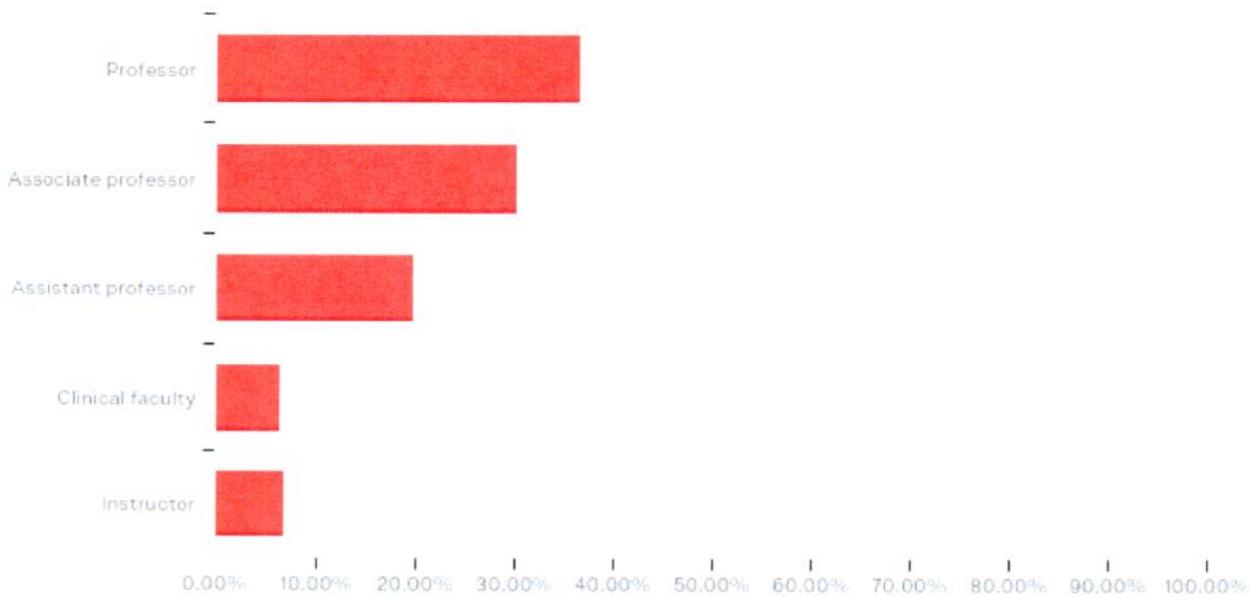
#	Answer	%	Count
1	Extremely satisfied	8.74%	18
2	Moderately satisfied	31.55%	65
3	Slightly satisfied	16.99%	35
4	Neither satisfied nor dissatisfied	28.16%	58
5	Slightly dissatisfied	6.80%	14
6	Moderately dissatisfied	2.91%	6
7	Extremely dissatisfied	4.85%	10
	Total	100%	206

Q20 - How often do we need to complete a new position description?



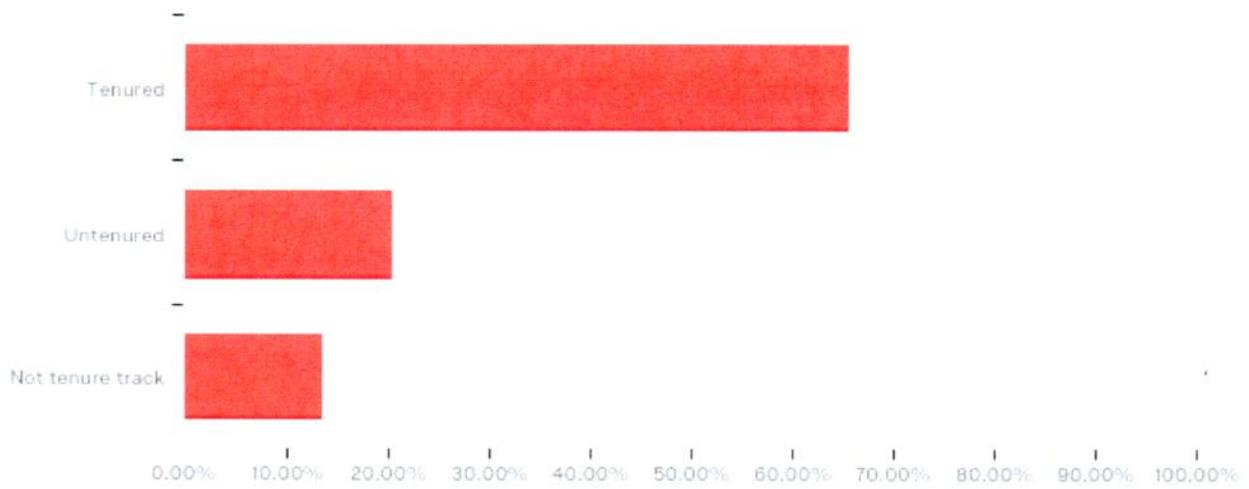
#	Answer	%	Count
1	Upon hire	0.96%	2
2	Annually	56.94%	119
3	At 3rd year review	3.83%	8
4	At tenure	1.44%	3
5	Only when my job description changes significantly	36.84%	77
	Total	100%	209

Q22 - What is your rank?



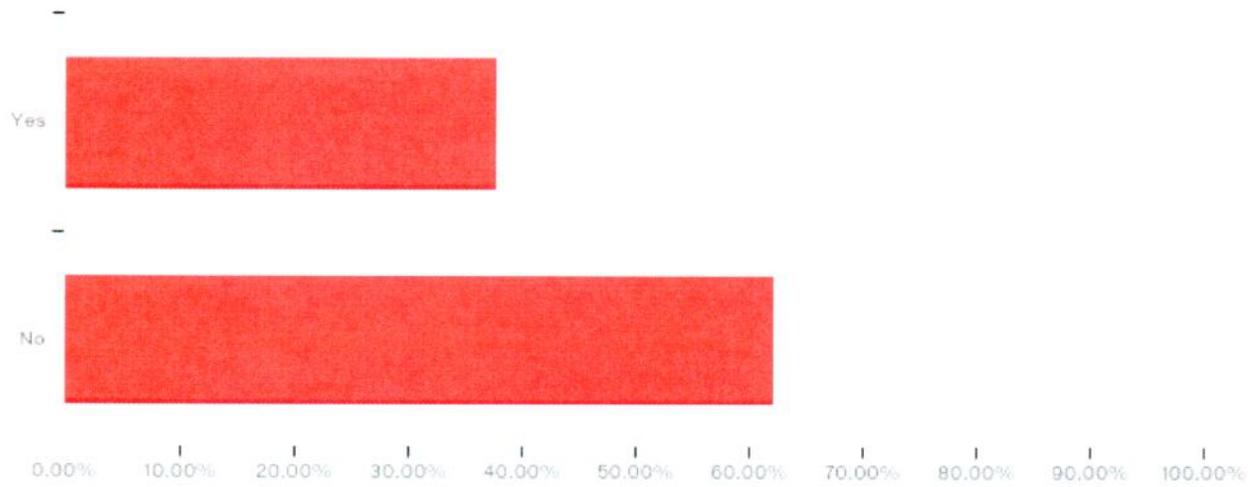
#	Answer	%	Count
1	Professor	36.63%	74
2	Associate professor	30.20%	61
3	Assistant professor	19.80%	40
4	Clinical faculty	6.44%	13
5	Instructor	6.93%	14
	Total	100%	202

Q23 - Are you tenured?



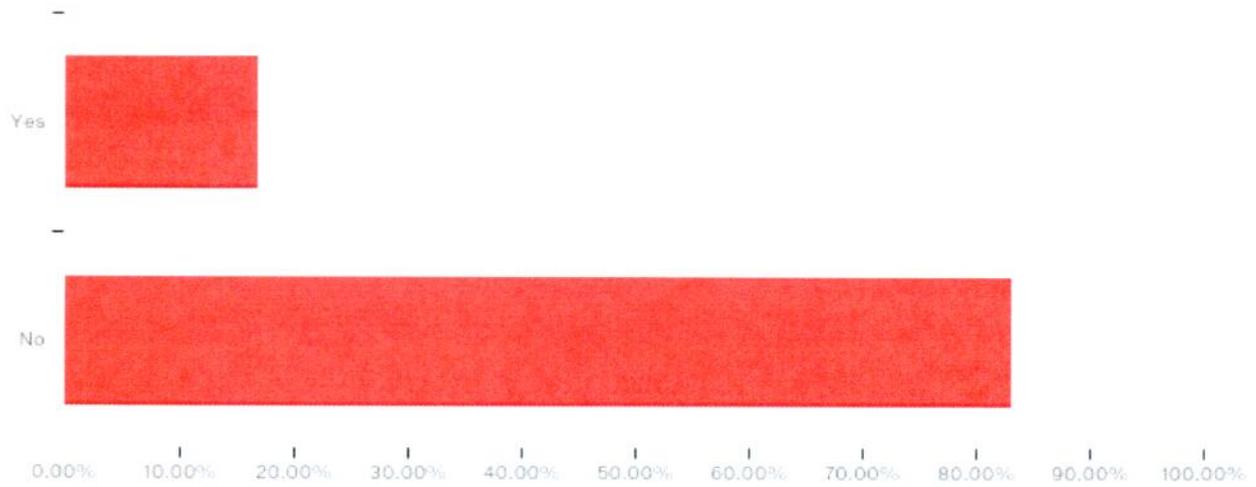
#	Answer	%	Count
1	Tenured	65.69%	134
2	Untenured	20.59%	42
3	Not tenure track	13.73%	28
	Total	100%	204

Q24 - Do you have an administrative appointment?



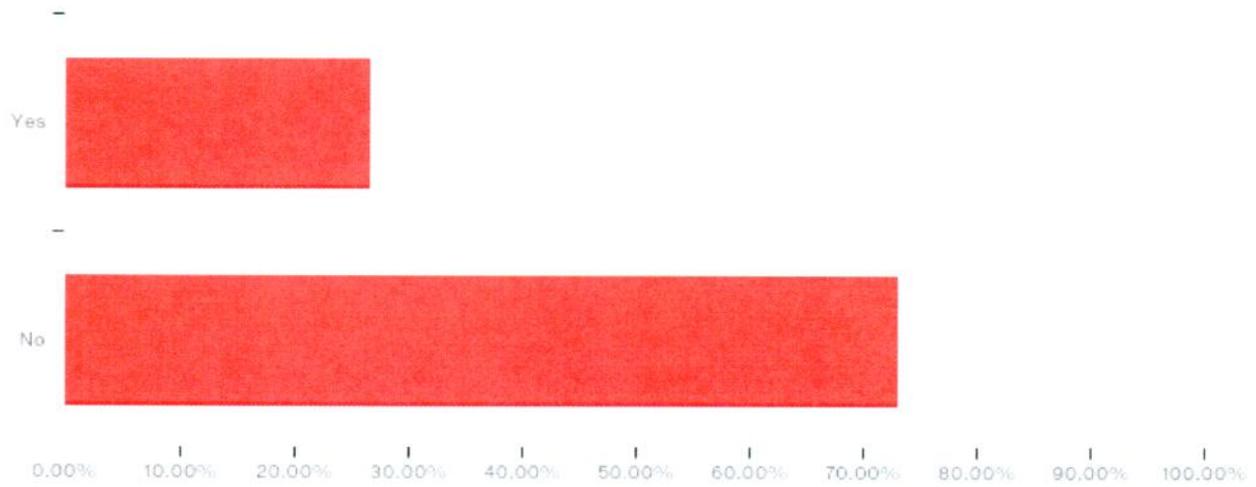
#	Answer	%	Count
1	Yes	37.75%	77
2	No	62.25%	127
	Total	100%	204

Q25 - Do you have an at large faculty appointment?



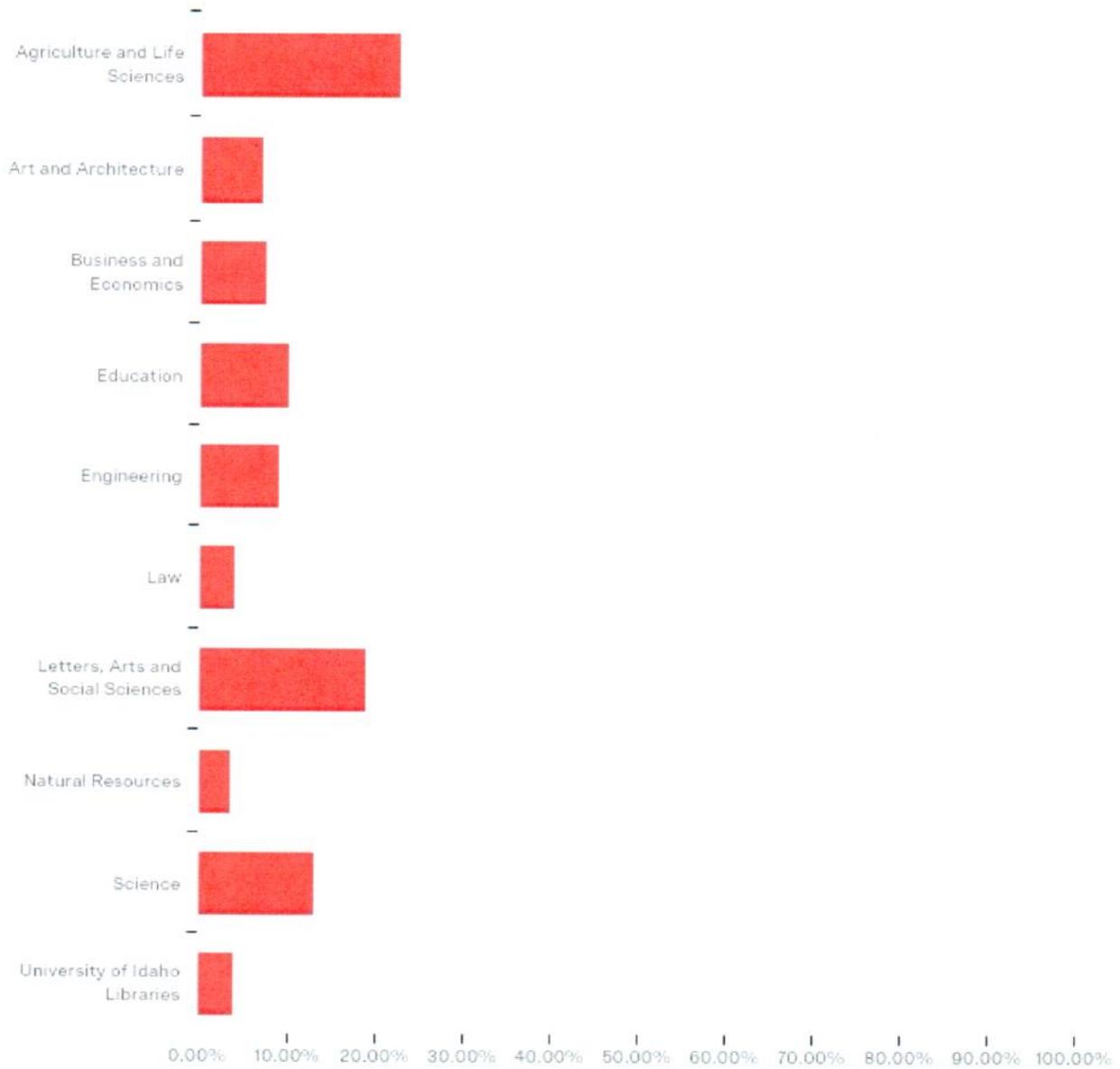
#	Answer	%	Count
1	Yes	16.83%	34
2	No	83.17%	168
	Total	100%	202

Q26 - Do you have a research faculty appointment?



#	Answer	%	Count
1	Yes	26.77%	53
2	No	73.23%	145
	Total	100%	198

Q27 - In which college are you working?



#	Answer	%	Count
1	Agriculture and Life Sciences	22.61%	45
2	Art and Architecture	7.04%	14
3	Business and Economics	7.54%	15
4	Education	10.05%	20
5	Engineering	9.05%	18

6	Law	4.02%	8
7	Letters, Arts and Social Sciences	19.10%	38
8	Natural Resources	3.52%	7
9	Science	13.07%	26
10	University of Idaho Libraries	4.02%	8
	Total	100%	199

FAC Performance Review Survey Cross Tabulation(1)

How satisfied were you with the new annual review form?	What is your rank?						Total
	Professor	Associate professor	Assistant professor	Clinical faculty	Instructor	Total	
Extremely satisfied	10 13.51%	9 14.75%	2 5.00%	1 7.69%	1 7.14%	23 11.39%	
Moderately satisfied	24 32.43%	20 32.79%	9 22.50%	6 46.15%	4 28.57%	63 31.19%	
Slightly satisfied	10 13.51%	11 18.03%	8 20.00%	1 7.69%	3 21.43%	33 16.34%	
Neither satisfied nor dissatisfied	10 13.51%	9 14.75%	9 22.50%	2 15.38%	3 21.43%	33 16.34%	
Slightly dissatisfied	6 8.11%	4 6.56%	8 20.00%	2 15.38%	0 0.00%	20 9.90%	
Moderately dissatisfied	10 13.51%	1 1.64%	2 5.00%	1 7.69%	2 14.29%	16 7.92%	
Extremely dissatisfied	4 5.41%	7 11.48%	2 5.00%	0 0.00%	1 7.14%	14 6.93%	
Total	74 100.00%	61 100.00%	40 100.00%	13 100.00%	14 100.00%	202 100.00%	

What is your rank?	
Chi Square	25.08*
Degrees of Freedom	24
p-value	0.40

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

FAC Performance Review Survey Cross Tabulation(1)

	What is your rank?						Total
	Professor	Associate professor	Assistant professor	Clinical faculty	Instructor	Total	
I support removing the numerical score from the annual evaluation.	Strongly agree	21 40.38% 28.38%	15 28.85% 24.59%	9 17.31% 22.50%	4 7.69% 30.77%	3 5.77% 21.43%	52 100.00% 25.74%
	Agree	17 34.69% 22.97%	15 30.61% 24.59%	8 16.33% 20.00%	5 10.20% 38.46%	4 8.16% 28.57%	49 100.00% 24.26%
	Somewhat agree	8 32.00% 10.81%	8 32.00% 13.11%	8 32.00% 20.00%	0 0.00% 0.00%	1 4.00% 7.14%	25 100.00% 12.38%
	Neither agree nor disagree	4 21.05% 5.41%	7 36.84% 11.48%	1 5.26% 2.50%	2 10.53% 15.38%	5 26.32% 35.71%	19 100.00% 9.41%
	Somewhat disagree	5 26.32% 6.76%	8 42.11% 13.11%	4 21.05% 10.00%	2 10.53% 15.38%	0 0.00% 0.00%	19 100.00% 9.41%
	Disagree	8 53.33% 10.81%	1 6.67% 1.64%	5 33.33% 12.50%	0 0.00% 0.00%	1 6.67% 7.14%	15 100.00% 7.43%
	Strongly disagree	11 47.83% 14.86%	7 30.43% 11.48%	5 21.74% 12.50%	0 0.00% 0.00%	0 0.00% 0.00%	23 100.00% 11.39%
Total	74 36.63% 100.00%	61 30.20% 100.00%	40 19.80% 100.00%	13 6.44% 100.00%	14 6.93% 100.00%	202 100.00% 100.00%	

What is your rank?	
Chi Square	33.92*
Degrees of Freedom	24
p-value	0.09

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

FAC Performance Review Survey Cross Tabulation(1)

In which college are you working?	How satisfied were you with the new annual review form?							Total
	Extremely satisfied	Moderately satisfied	Slightly satisfied	Neither satisfied nor dissatisfied	Slightly dissatisfied	Moderately dissatisfied	Extremely dissatisfied	
Agriculture and Life Sciences	5 22.73%	17 27.42%	5 14.29%	9 27.27%	3 15.00%	5 35.71%	1 7.69%	45 22.61%
Art and Architecture	4 18.18%	4 6.45%	3 8.57%	3 9.09%	0 0.00%	0 0.00%	0 0.00%	14 7.04%
Business and Economics	0 0.00%	2 3.23%	4 11.43%	0 0.00%	3 15.00%	2 14.29%	4 30.77%	15 7.54%
Education	3 13.64%	8 12.90%	1 2.86%	5 15.15%	1 5.00%	1 7.14%	1 7.69%	20 10.05%
Engineering	1 4.55%	2 3.23%	2 5.71%	4 12.12%	5 25.00%	2 14.29%	2 15.38%	18 9.05%
Law	1 4.55%	5 8.06%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	2 15.38%	8 4.02%
Letters, Arts and Social Sciences	6 27.27%	13 20.97%	9 25.71%	5 15.15%	5 25.00%	0 0.00%	0 0.00%	38 19.10%
Natural Resources	0 0.00%	1 1.61%	3 8.57%	1 3.03%	1 5.00%	1 7.14%	0 0.00%	7 3.52%
Science	1 4.55%	8 12.90%	6 17.14%	4 12.12%	1 5.00%	3 21.43%	3 23.08%	26 13.07%
University of Idaho Libraries	1 4.55%	2 3.23%	2 5.71%	2 6.06%	1 5.00%	0 0.00%	0 0.00%	8 4.02%
Total	22 100.00%	62 100.00%	35 100.00%	33 100.00%	20 100.00%	14 100.00%	13 100.00%	199 100.00%

In which college are you working?	How satisfied were you with the new annual review form?
Chi Square	74.43*
Degrees of Freedom	54
p-value	0.03

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

FAC Performance Review Survey Cross Tabulation(1)

How often do we need to complete a new position description?	What is your rank?						Total
	Professor	Associate professor	Assistant professor	Clinical faculty	Instructor	Total	
Upon hire	0 0.00%	1 1.64%	0 0.00%	0 0.00%	0 0.00%	1 0.50%	
Annually	44 59.46%	35 57.38%	25 62.50%	7 53.85%	4 30.77%	115 57.21%	
At 3rd year review	2 2.70%	0 0.00%	1 2.50%	3 23.08%	2 15.38%	8 3.98%	
At tenure	0 0.00%	0 0.00%	2 5.00%	0 0.00%	0 0.00%	2 1.00%	
Only when my job description changes significantly	28 37.84%	25 40.98%	12 30.00%	3 23.08%	7 53.85%	75 37.31%	
Total	74 100.00%	61 100.00%	40 100.00%	13 100.00%	13 100.00%	201 100.00%	

What is your rank?	
Chi Square	33.79*
Degrees of Freedom	16
p-value	0.01

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

Guiding principles recommended by the Faculty Compensation Task Force at the 5/3/2017 meeting.

1. Longevity shall be defined as years in rank plus total years at the UI.
2. The longevity component of the compensation model should avoid salary compression between ranks at the time of promotion.
3. Only faculty members who “meets expectations” on annual evaluations should be eligible for progression in the longevity component.
4. The target salary of assistant professors should be described as: Incoming/early-in-rank salary very close to their market average (~95%); shallow salary progression; end-in-rank salary slightly above their market average (~105%). *Percentage numbers given are for illustrative purposes only.*
5. The target salary of associate professors should be described as: Incoming/early-in-rank salary very close to their market average (~95%); shallow salary progression; end-in-rank salary slightly above their market average (~105%). *Percentage numbers given are for illustrative purposes only.*
6. The target salary of full professors should be described as: Incoming/early-in-rank salary close to their market average (~90%); moderate salary progression; end-in-rank salary somewhat above their market average (~110%). *Percentage numbers given are for illustrative purposes only.*
7. The salary progression of assistant professors should be constant throughout rank.
8. The salary progression of associate professors should be steeper until approximate rank midpoint, then shallower.
9. The salary progression of full professors should be steeper until approximate rank midpoint, then shallower.
10. Assuming an equitable merit system, there should be a merit component to the compensation model.
11. Promotion raises should remain in place.
12. Promotion raises should be adjusted relative to current levels to reflect the predicted increases in target salary according to the compensation model, with a minimum promotion raise of no less than the current levels.
13. In the immediate future, funds available for salary increases should be distributed to progressively adjust the actual/target salary ratio. In other words, provide increases for most faculty, but give larger relative salary adjustments to those with the lowest actual/target salary ratios.
14. Faculty members should not see salary decreases even if market rates dictate this.

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #26

**3:30 p.m. - Tuesday, April 25, 2017
Paul J. Joyce Faculty-Staff Lounge & Skype for Business
Order of Business**

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #25, April 18, 2017 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

University Curriculum Committee

- **FS-17-072** (UCC-17-029) - Engineering: New Critical Infrastructure Certificate (Haney)(vote)
- Deadlines for Curriculum Changes (Hart)(FYI)

Teaching & Advising Committee – Plus/Minus grading (Wilhelmsen)(FYI)

Sabbatical Leave Committee (Dodge)

- 2018-19 Sabbatical Approvals (vote)

Committee on Committees (Hrdlicka)

- Graduate Student Committee Appointments 2017-2020 (vote)

VII. Special Orders.

- Classroom Space Resolution (Bird)
- **Faculty Compensation Task Force** (Hrdlicka)(FYI)
- **Closed Session:** Faculty Secretary Position (Hrdlicka)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #25

FS-17-072

Curriculum Deadlines

Plus/Minus Survey Results

Sabbatical Approvals

GPSA appointments

Resolution

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #25, Tuesday, April 18, 2017

Present: Adekanmbi, Anderson (Mike), Anderson (Miranda), Barbour, Boschetti, Brandt, Brewick, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Fisher, Folwell, Godfrey (Coeur d'Alene), Ostrom (Idaho Falls), Hrdlicka, Johnson, Morrison, Sixtos, Vella, Stevenson for Wiencek (w/o vote), Wilson, Wright.
Absent: Donohoe, Foster, Markuson, Nicotra, Payant, Pregitzer, Wiencek (w/o vote). **Guests:** 5

Minutes: The Chair called meeting #25 to order at 3:30 pm. A motion (Morrison/Folwell) to accept the minutes from the April 11th meeting passed without objection.

Chair's Report: The Chair noted that Senator Lee Ostrom was joining the meeting today in person rather than from Idaho Falls. She raised the possibility that next week's meeting might be long, if there are a significant number of agenda items that must be passed before the UFM on May 2nd. As a tradeoff, today's meeting should be short. The list of graduates for the Spring Semester was not attached to the email that was sent to the Senate. The list of graduates can be viewed online. The Chair announced that the end of the year celebration party honoring Faculty Secretary Don Crowley is now scheduled for May 2nd after the UFM. The party will be a potluck dinner at her house starting around 6 pm. More information regarding the party will be forthcoming.

Provost's Report: Vice Provost Jeanne Stevenson noted that the spring meeting of the SBOE was in Moscow this week. She encouraged faculty and staff to attend the sessions being held in the Pitman Center. On May 1st, the UI is hosting a follow-up visit from the team that conducted the accreditation report two years ago. At this follow-up meeting, the focus will be on how we use data to demonstrate improvements. Next year the accreditation team will make a visit looking at student learning outcomes and assessment. Vice Provost Stevenson stated that the program prioritization process is still being refined. It is still expected that the process will begin to be implemented by July 1st. She expects that there will be some surveys sent to faculty/staff to help determine impact and centrality. Her final announcement was that the Faculty Excellence Awards will be next Tuesday, April 25th. Those who wish to attend should contact her office.

A Senator wondered about the July 1st date for implementing the prioritization process. Most faculty will be gone (or at least not on contract). Vice Provost Stevenson thought the date was due to the start of the fiscal year. Chair Brandt commented that the intention was for the process to be mainly mechanical by July 1st. The need for faculty input should be completed by then. In addition, there will be an opportunity for reflection and refinement after the initial implementation.

Committee on Committees - 2017-2020 Appointments: Chair Brandt noted that the Faculty Secretary's Office sent out an ASUI list of student appointments to committees to the Senate. She thanked the ASUI for its prompt attention to this. There was one addition to the list. Vice Chair Hrdlicka presented the Committee on Committee's (ConC) recommendations for committee assignments. The lists (both ASUI and faculty/staff) of committee assignments passed unanimously.

FS-17-074: FSH 1640.90--General Education Assessment Committee. Chair Brandt welcomed Professor Kenton Bird (Director of General Education) to explain proposed changes to the General Education Assessment Committee (GEAC). These proposed changes have been approved by UCGE and the ConC.

Professor Bird explained that A-1 had been changed to reflect the new name for institutional research (Institutional Effectiveness and Accreditation). The proposed change to A-2 was made because it was felt

that GEAC's duties had been drawn too narrowly. The additions of A-2a and A-2b are provided to better define the responsibilities of the committee.

A Senator asked for more detail on how the assessment of the general education courses was conducted. Professor Bird stated that the courses were assessed on how well they met the University's five learning outcomes. The methods will vary from year-to-year. The Senator asked about providing feedback to those teaching the courses. Professor Bird stated that UCGE has worked with instructors to improve their courses. One method of helping instructors has been hosting a workshop with those who have taught similar courses in the past. The proposal passed unanimously.

FS-17-075: FSH 1640.20—University Budget & Finance. Vice Chair Hrdlicka presented this proposal from UBFC, which has received the approval of ConC. The proposal seeks to expand the number of faculty and staff on UBFC. This is in response to the heightened role of UBFC in reviewing and making recommendations on budget proposals. Overall, the proposal increases the number of faculty from seven to eleven and the number of staff from three to five. Professor Hrdlicka acknowledged that this made UBFC a very large committee, but this was the price of having broad representation. A Senator asked if there would be a set time for this committee. It was agreed that this is something that ConC might consider, although Professor Hrdlicka thought that when proposals are being considered it might be necessary to meet for an expanded period of time. A Senator asked what the five vice presidential areas that serves as the basis for determining staff representation meant. The five areas are:

- Provost
- Advancement
- Infrastructure
- Research
- Finance

After a question asking whether the assumption was that the Senate representative would be a faculty member, there was a motion (Brewick/Folwell) to amend the proposal to call for ten faculty members selected by Committee on Committee's and one representative from the Faculty Senate. This amendment leaves open the possibility that the Senate representative could be either a faculty or a staff member. This amendment passed unanimously.

Professor's Brandt and Hrdlicka both stressed the growing importance of the committee. The proposal as amended passed unanimously.

Spring 2017 Graduates. After a short discussion of the tradition of approving graduates, a motion (Folwell/Brewick) to approve the list of graduates as distributed passed unanimously.

Adjournment: With no further business on the agenda, a motion (Folwell/Fisher) to adjourn at 4:09 was accepted unanimously.

Respectfully submitted,

Don Crowley, Secretary to the Faculty Senate
and Faculty Secretary

From: Patricia Hart, Chair, University Curriculum Committee

To: Liz Brandt, Chair, Faculty Senate

cc: Don Crowley, Faculty Secretary; Heather Chermak, University Registrar

Date: April 12, 2017

Re: October 1, 2017 deadline for all curriculum changes intended for the 2018-19 catalog

Please share the following information with faculty leadership, college representatives on UCC, deans and associate deans of colleges, unit chairs and directors, and chairs of college curriculum committees:

A new Oct. 1, 2017 deadline for college approval of curriculum changes for the 2018-19 catalog is set for the coming year. The deadline for the most common Schedule A & B catalog changes for the 2017-18 catalog was Dec. 15, and so Oct. 1, 2017 represents a significant compression of time available to units and colleges to complete approvals.

The Oct. 1 date was agreed upon after UCC gathered input from colleges that indicate concern about the long lead time and lag time for curricular changes if the proposed May 1 deadline for Schedule A and B items were implemented—a period of about one year. The October deadline works out to about eight months from college approval to catalog publication.

Oct. 1 is set for the 2018-19 catalog year only, to give a workgroup made up of representatives of UCC, the Registrar's Office and the Provost's Office time to review the full approval process. The goal is to identify areas where improvements in training, workflow and technology might be made. At the end of that process, and as part of the implementation plan, catalog deadlines will be reconsidered.

The UCC and Registrar are committed to processing curriculum changes expeditiously while allowing as much flexibility in adjusting curriculum to meet needs of constituency groups as possible, and meeting deadlines for review and approval.

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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	College of Engineering		
Department/Unit:	Technology Management		
Dept/Unit Approval Date:	11/18/16	Vote Record:	3/0
College Approval Date:	12/13/16	Vote Record:	
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Michael Haney	mhaney@uidaho.edu	

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

It is requested to add a new certificate named Certificate of Critical Infrastructure Resilience.

The certificate consists of 15 credits, i.e., it requires five 3-credit courses. At least 50% of credit hours must be at 500-level. A grade of 'B' or higher is required in all coursework for this academic certificate. The first course listed on page five is required. The remaining are electives that meet specific objectives. Group 1 of electives cover fundamentals of security and risk management. Students choose two of these courses. Group 2 of electives provide domain-specific engineering fundamentals of cyber-physical systems. Group 3 of electives provide computer security concepts and skills.

Background: With the growing need for a highly skilled and well versed cyber security workforce, especially in sectors of our nation's critical infrastructure, there is a need for guidance and recognition of accomplishment in graduate studies in this area. The Idaho National Laboratory and area businesses have requested this certificate to be created and expressed an urgent need for employees with this training and experience.

The certificate will be offered in the Technology Management program to masters-level students in Idaho Falls. Masters students in TM, CS, and ECE will be eligible to earn this cross-disciplined certificate.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:		Discontinue:		Implementation Date:	
Graduate Level:	<input checked="" type="checkbox"/>	Undergraduate Level:		Law Level:		Credit Requirement:	
Are new courses being created:	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/>	If yes, how many courses will be created:			2

If the request is for an option or emphasis enter the associated major and degree:

Major:		Degree:	
--------	--	---------	--

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	Certificate of Critical Infrastructure Resilience (15 credit hours)
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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:
<p>There are four core requirements to earn the proposed certificate. Upon completing the selection of five courses for this certificate, a student will have the following:</p> <ol style="list-style-type: none"> 1. An understanding of the fundamental principles of critical infrastructure, the various sectors, and the many pressures to maintain the resilience of that infrastructure, including legal and regulatory, as well as nation-state cyber threats. 2. An understanding of the issues involving security, particularly cyber security, and risk management, with the ability to perform a formal and quantitative risk assessment and set strategic direction for policies, procedures and technology to manage the risk. 	

	<p>3. A set of skills, jargon, and experience for one or more specific engineering domains that affect critical infrastructure (e.g. power systems, water systems, nuclear power).</p> <p>4. A set of skills, jargon, and experience for one or more specific cyber security technical focus areas (e.g. incident response, forensics, reverse engineering).</p>
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
<p>The assessment of the intended learning outcomes will be quantified primarily in two ways. The first is that assessment activities, including tests/quizzes and instructor grading of student work products, will be embedded in the course "Fundamentals of Critical Infrastructure Resilience" which is required of all students attempting to earn this certificate. The Fundamentals course also includes a capstone project required of all students which is designed to measure and assess how the stated learning objectives have been met. The assessment materials for the Fundamentals course will be reviewed annually by the certificate coordination leadership, along with a sampling of student work products. Feedback will be given to the Fundamentals course instructor(s) to inform modifications and improvements for future course offerings.</p> <p>The second means of assessment to evaluate how well students are achieving the intended learning outcomes will be through tests/quizzes and instructor grading of student work products embedded within the various elective courses used to meet the requirements of the certificate. The assessment materials and sampling of student work products will be requested by the certificate coordination leadership from the instructors of these courses and reviewed on an annual basis and used to inform suggested modifications and improvements to the course coordinators for future course offerings. Specific classes that are likely to be taken by a majority of the students pursuing this certificate include TM 529: Risk Assessment, CS 536: Adv. Info. Assurance, ECE 504: Resilient Control in the Power Grid, ECE 470: Control Systems, ME 481: Control Systems, and CS 439/539: Applied Security Concepts.</p>	
3.	<p>How will you ensure that the assessment findings will be used to improve the program?</p> <p>On an annual basis, the certificate coordination leadership will meet to review the assessment materials and sampling of student work products provided by the Fundamentals course instructor and requested of other instructors from elective courses used by students to fulfill the certificate requirements. These assessment materials and results will be reviewed to determine the extent to which they properly assess the stated learning objectives, and if these objectives have been met for the students earning the certificate. Feedback from this review process will be provided to the course coordinators to improve the courses provided. Emphasis will be placed on modifying and improving the Fundamentals course required of all students to address desired learning outcomes and objectives in this course.</p>
4.	<p>What direct and indirect measures will be used to assess student learning?</p> <p>Direct measures of student learning will include class quizzes and exams, as well as individual and group projects or hands-on labs. Indirect measures will be taken through student participation at class time, attendance, and level of engagement. These measures of student learning will be directly aligned with the stated objectives and outcomes of this certificate in the Fundamentals course. Feedback from the certificate coordination leadership will be provided to course coordinators of various elective courses for this certificate on an annual basis, as described above.</p>
5.	<p>When will assessment activities occur and at what frequency?</p> <p>Continuous assessment will be performed during the course instruction, either through indirect measures, or through ongoing evaluations of the students (e.g. quizzes and tests) embedded in the courses. On an annual basis, the certificate coordination leadership will meet and review the assessment materials and measures as described above and provided to course coordinators to suggest modification and improvement of instruction. Specific recommendations to address any gaps or shortcomings in the certificate learning outcomes will be used to improve the Fundamentals course required of all students pursuing this certificate.</p>

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	<input checked="" type="checkbox"/>	
Brief Description of financial impact:	<p>This effort is supported with current UI faculty and course offerings. The new course "Fundamentals of Critical Infrastructure Resilience" will be offered initially by the certificate coordinator Michael Haney, and subsequently supported by faculty associated with the Center for Secure and Dependable Systems. The CSDS includes faculty who are currently the course coordinators for the majority of elective classes currently being offered that meet the requirements of this certificate. We expect minimal financial impact.</p>		

Distance Education Availability

This section must be completed if program component request section is 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	X	No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene	X		
Boise*	X		
Idaho Falls*	X		
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 Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	2-22-17		
UCC Item Number:	UCC-17-029		
UCC Approval Date:	4-3-2017	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:			

Critical Infrastructure Resilience Certificate

Required (3 cr):

TM 504: "Fundamentals of Critical Infrastructure Resilience" cr arr

Electives Group 1 – choose 2 (6 cr):

TM 529 Risk Assessment 3 cr
 CS 536 Advanced Information Assurance 3 cr
 ECE 475/575: Resilient Control of Critical Infrastructure 3 cr
 INDT 470: Homeland Security 3 cr
 INDT 472: NIMS – National Incident Management System 3 cr
 TM 516: Nuclear Rules and Regulations 3 cr

Electives Group 2 (3 cr):

CHE 445 Digital Process Control 3 cr
 CS 452: Real Time Operating Systems 3 cr
 ECE 340: Microcontrollers* 3 cr
 ECE 443: Distributed Process and Control Networks 3 cr
 ECE 444/544 Supervisory Control and Critical Infrastructure Systems 3 cr
 ECE 477 Digital Process Control 3 cr
 ECE 470 Control Systems 3 cr
 INDT 333 Industrial Electronics and Control Systems* 3 cr
 ME 481: Control Systems 3 cr
 TM 514 Nuclear Safety 3 cr

Electives Group 3 (3 cr):

CS 438/538: Network Security 3 cr
 CS 439/539: Applied Security Concepts 3 cr
 CS 447/547: Computer and Network Forensics 3 cr

Note: courses marked (*) may or may not count towards a graduate credit, depending on the degree being sought.

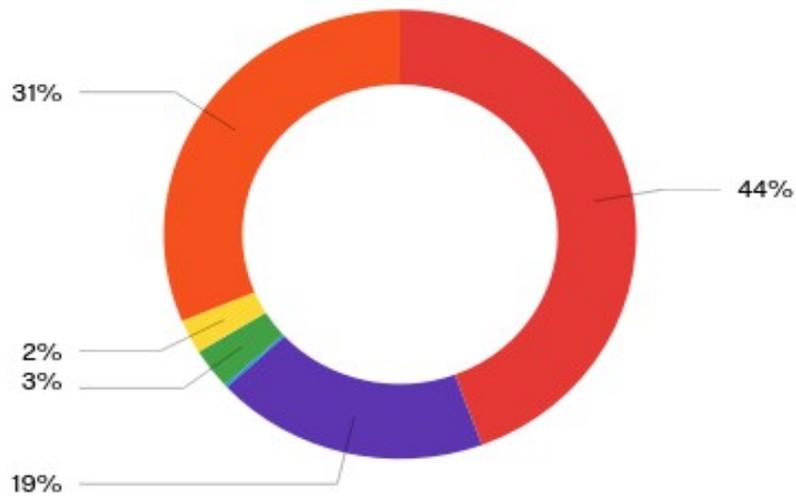
Courses to total 15 credits

TEAC Report

UI Plus/Minus Grading Survey

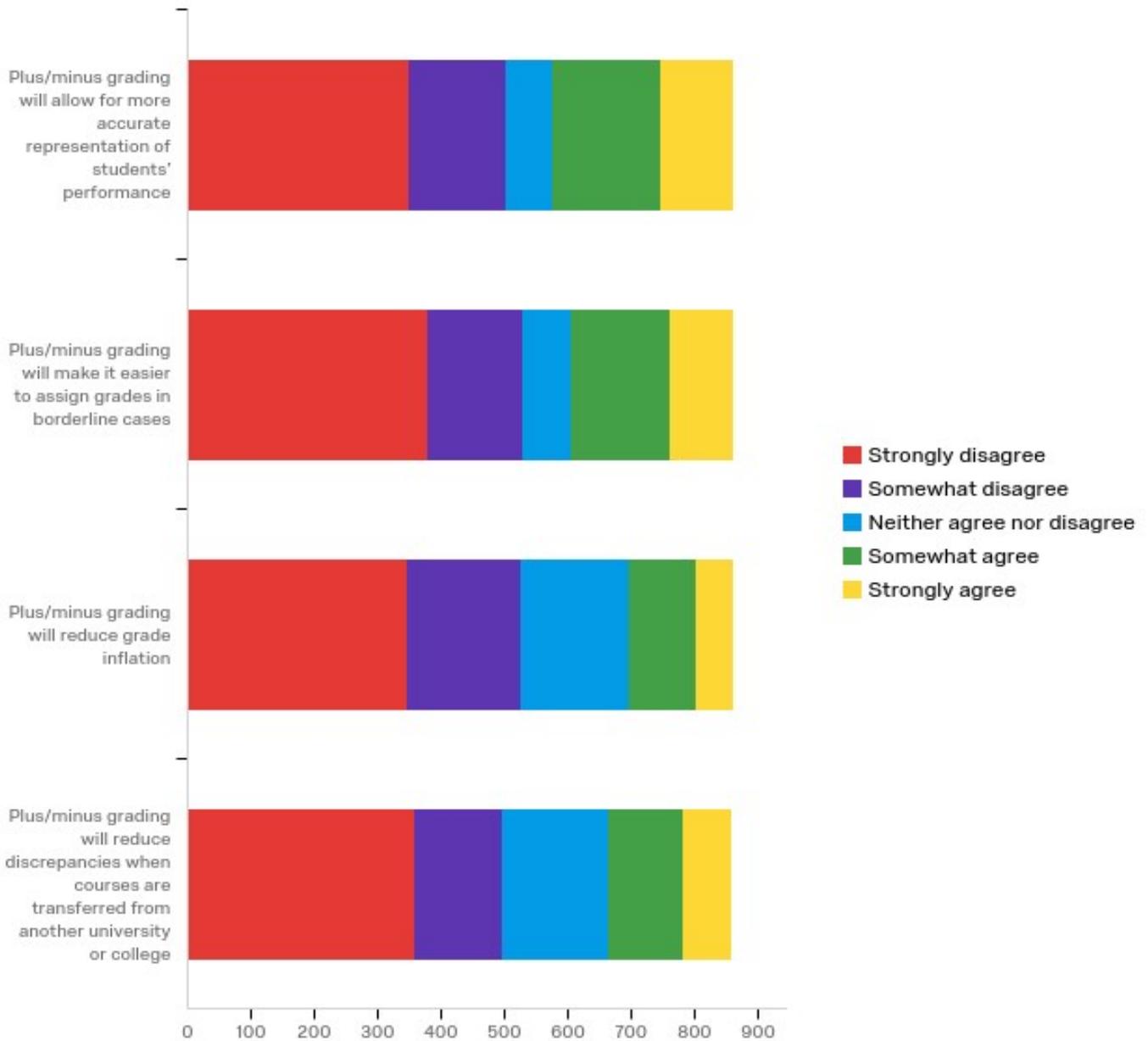
April 20th 2017, 7:30 pm PDT

Q3 - Have you had experience with a plus/minus grading system? Please check all that apply.

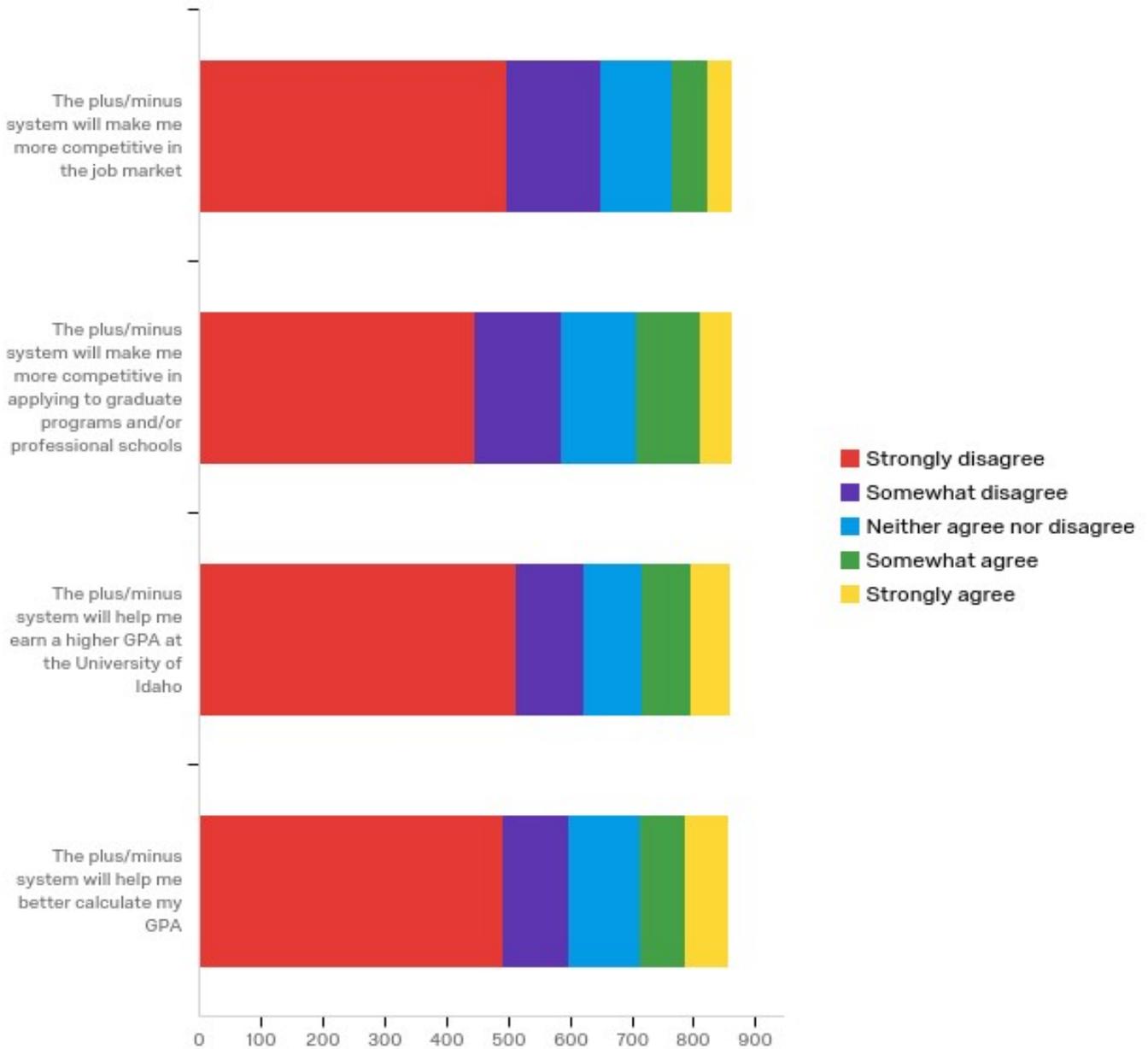


- Yes, as a high school student
- Yes, as a student at another college or university
- Yes, as a UI Law student
- Yes, as a grader
- Yes, as a teaching assistant
- No

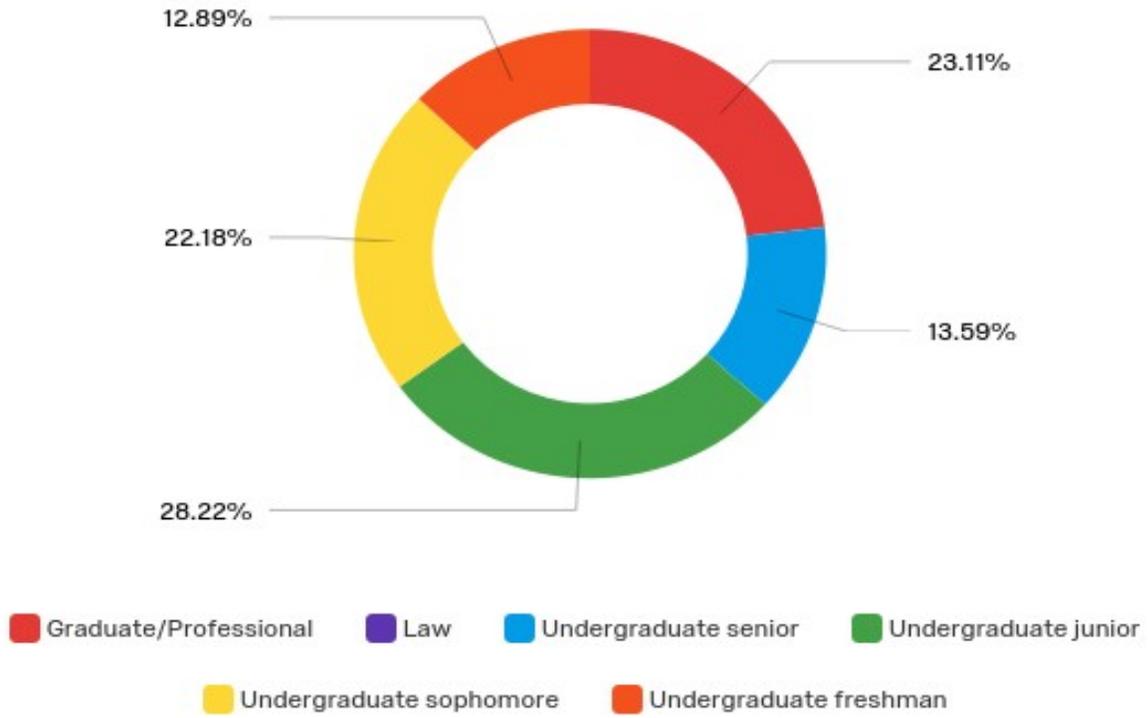
Q4 - Please indicate your degree of support for the following statements:



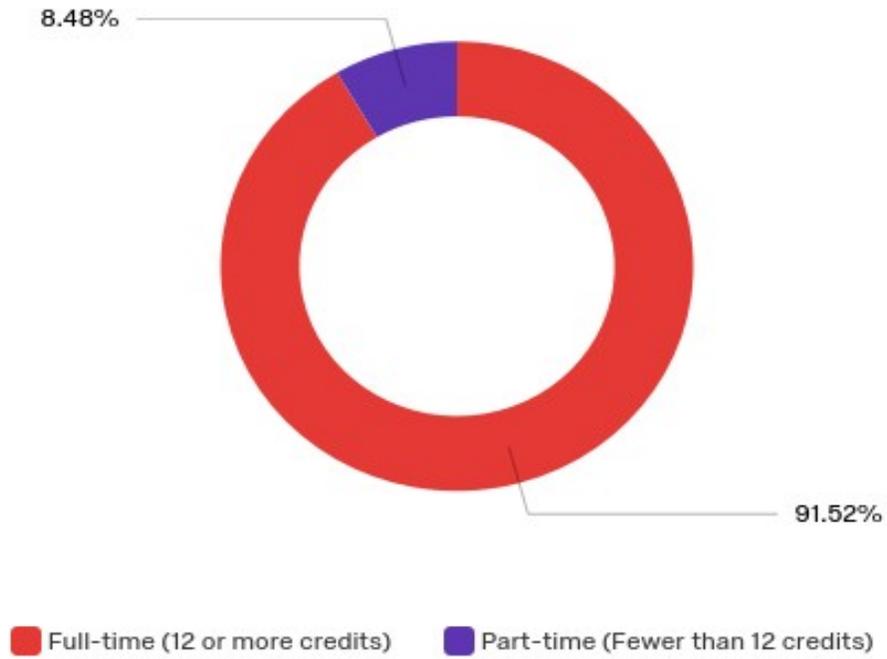
Q5 - Please indicate your degree of support for the following statements:



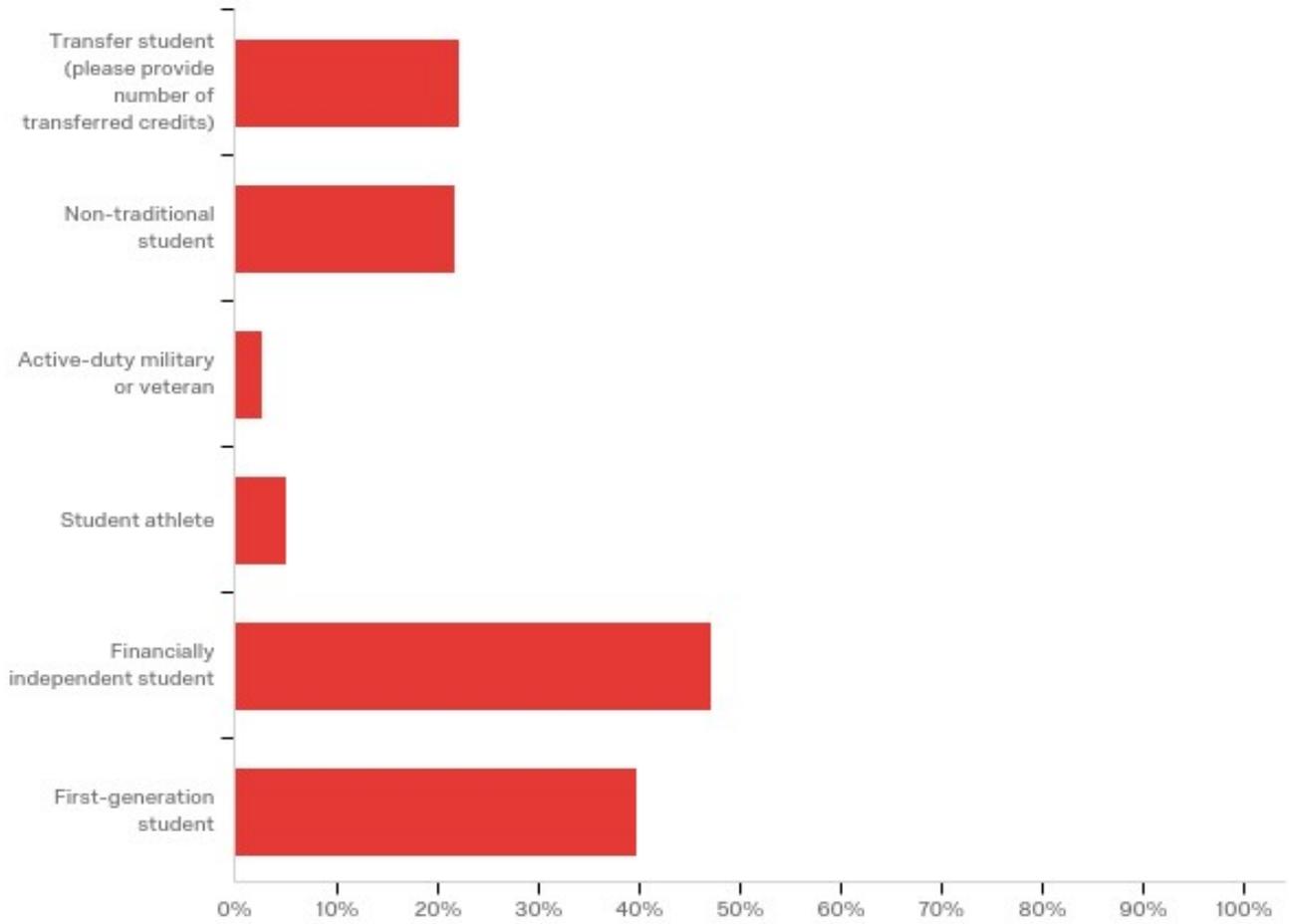
Q6 - What is your student status?



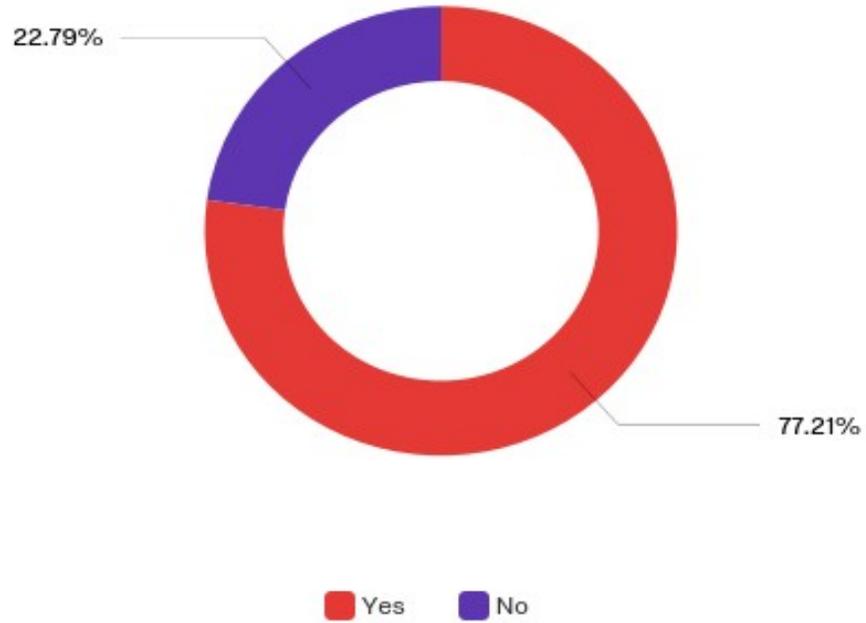
Q7 - What is your current credit load?



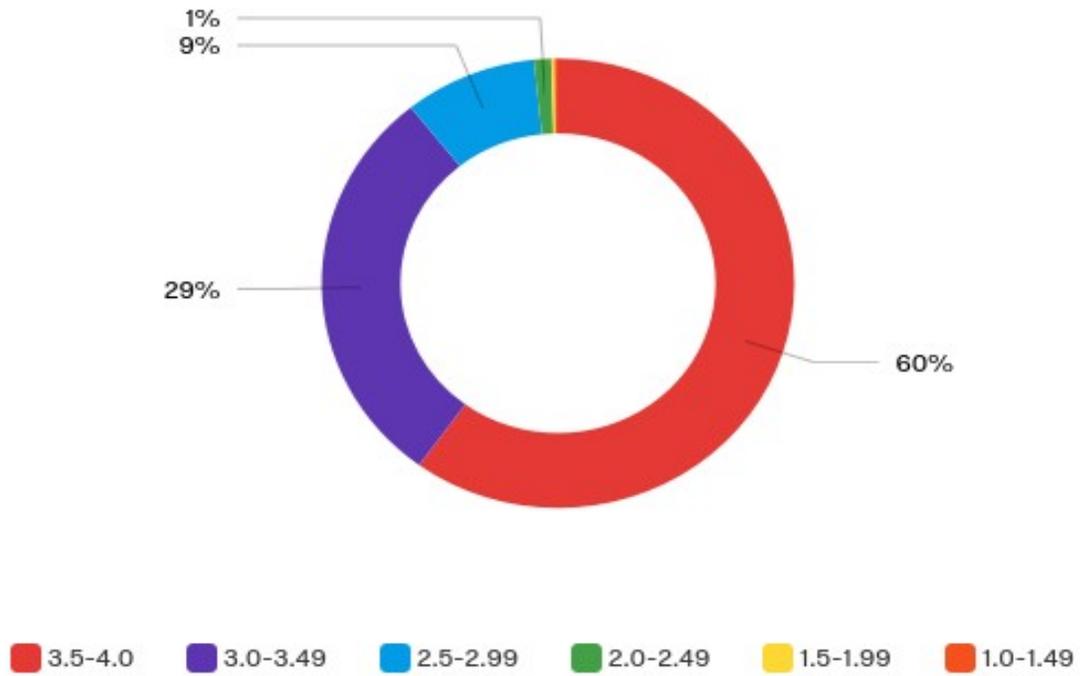
Q8 - Do any of these descriptors apply to you? Please check all that apply.



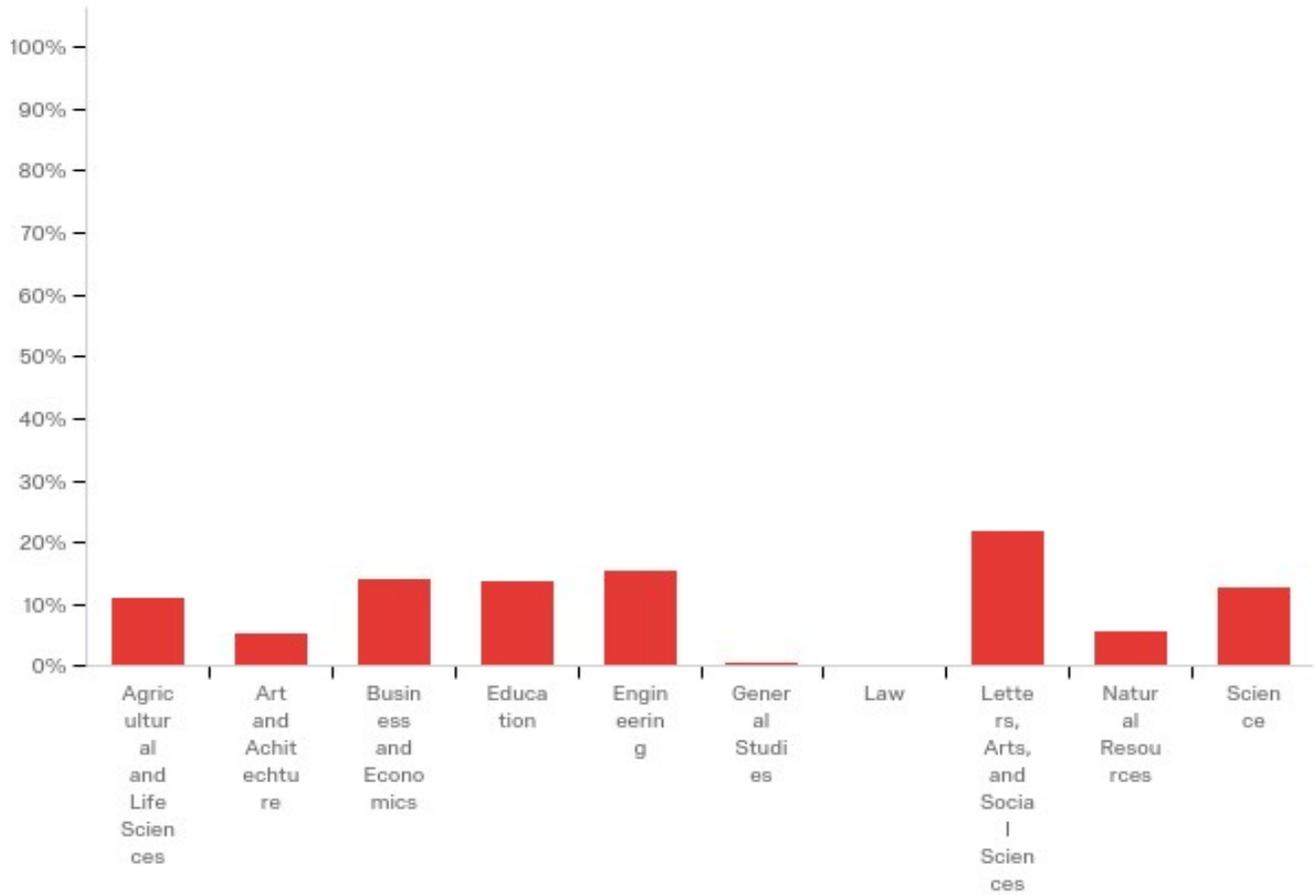
Q9 - Do you currently have a scholarship or financial aid that depends on maintaining a certain GPA?



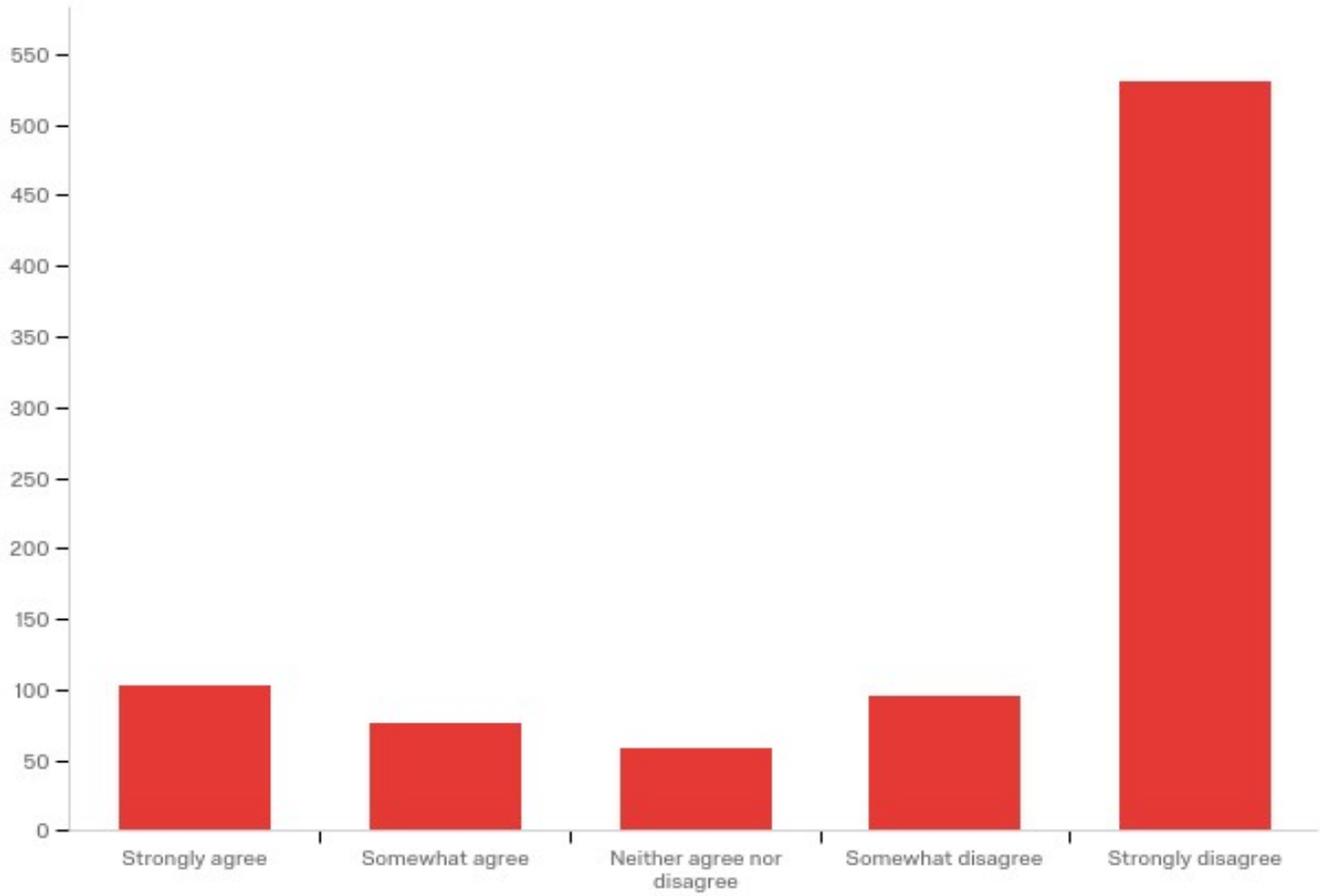
Q10 - What is your current GPA?



Q11 - In which college is your primary major?



**Q12 - Please provide your reaction to the following statement:
The University of Idaho should switch to a plus/minus grading system**



TEAC Report

UI Plus/Minus Grading Survey

April 20th 2017, 7:31 pm PDT

Q13 - Do you have additional comments about the UI's grading system and this proposed change? If so, please provide them here:

Do you have additional comments about the UI's grading system and this prop...

This will not benefit the students at the University of Idaho. This was one of the selling points of me attending this university and if it changes I know there will be a dramatic decrease in freshman enrollment and the dropout rate at UofI will increase exponentially. Please as a Junior Undergraduate student I hope my voice is heard and the voice of my peers who stand behind this statement. If you want this university to thrive listen to the students! Focus on student involvement and put funding into possibly making the outstanding divide in Greek and residence life less. Focus on improving his campus from the outside in because as of right now it's very sad how our University spends our money. Hold ASUI to a higher standard and students might respect what they do. I've been here 3 years and am very disappointed in how this inside is run. The university of Idaho has potential to be amazing but we do not have the leadership right now to make the changes needed to be successful like.... Boise State. As sad as it is they have made the adjustments to their university to make it up beat. They invest in massive "B" sculptures and put money towards the greater good of their campus so students at the end of the day flood the bookstore and rep their school. I want that and if anyone reads this please forward it to whoever needs to see it because it's the blunt reality of our University and there needs to be change or we will continue to plummet to D3 and become a community college.

It is splitting hairs. If professors were more consistent graders, then it could help distinguish a student who earns a 90% from one that earned a 98%. However, it seems like it would place too much importance on distinguishing percentage points when professors often aren't willing to put the time in to grade anyway; too many students could receive minuses because of a professor's lack of regard for awarding grades in such a precise manner. Additionally, I have been told by faculty that when applying for graduate school, they don't put much stock in your GRE scores or your GPA. I also find it hard to believe that an employer will care whether or not a student earns an A+ or an A-. It seems like it would cause students unnecessary stress about perfection and ultimately be more trouble than it is worth.

None.

This system would help our overall GPA and understanding of our grades.

This leaves too little wiggle room between different letter grades, meaning any small mistake in a class could lower a student's grade. I personally know this would make finals much more stressful for me keeping my GPA high enough for the programs I am in

I feel that in college students have to work incredibly hard to achieve high grades. Especially as they proceed to higher levels of education within college itself. I believe that whether a student obtains for example a high A, say 98%, or a low A, say 92%, that either way the student is demonstrating that they are above the average student pertaining to their performance in their class. Having an A+ or an A- doesn't change the fact that they are an above average student, so why would we implement a plus/minus system where it is implied that there is a difference? Thank you for your time.

Please do not switch to the plus/minus system. An A should be an A, a 4.0. Period. There should be no other way. It is hard enough to get A's in classes, especially in an engineering degree. A 90% in a class is an A, it is necessary that that constitutes a 4.0.

I believe that if this system were to be implemented; students should first be able to go back and see their exact percentages in each course to calculate what they would have gotten. Also, if this were to be implemented, only one year of students (incoming freshman) should be affected. Don't negatively affect current students.

How would the plus/minus grading system apply to current students that have been in the curriculum, say if the plus/minus grading were to be implemented? I would have to say it would be fair if it was only applied to incoming freshman or transfer students.

The UI's grading system is great how it is. If the University of Idaho is looking into this because research shows that it is beneficial to students than I understand the point. If the University is doing this because other campus in the state do it than I believe it is a waste of time. We should focus on what makes us stand out, not conform to other universities policies.

I do not see really any benefit to switching to a plus/minus grading system. I think it puts undue pressure on the students and the faculty, makes more room for errors that would majorly affect a student's GPA, and has the potential to penalize students for a single percentage. An A should be an A, a B should be a B, and etc.

DO NOT CHANGE TO THIS SYSTEM it is horrible. It is hard enough to get a 93 in an upper level class. This makes that hard work worthless. It is not a better system for the students

I strongly disagree with switching to a plus/minus grading system, and here's why. Finishing up my second year of college, I currently have a 4.0 (all As on a non-plus/minus grading system) just like I had all As in high school. I have ended semesters with 90% in some classes and I have ended semesters with more than 100% in others, but I don't think the difference between the two are large enough to warrant any concern or any need for a more specific system. I think a 90-100% is already such a narrow window of description on academic performance that to close the gap even further by providing a plus/minus grading system is detrimental to students. If you've ever taken statistics, you know that 10% can be considered a margin of error, a percentage small enough that it could allow for miscalculation or a change in circumstances. So, this margin is already so small that mathematically, a 10% difference could literally be considered a mistake, no indication that there is actually a difference (in the student) between a 90% and 100%. If you change to a plus/minus grading system, this gap narrows even more. With a plus/minus grading system, a 3% or 4% difference DEFINITELY demonstrates a margin of error, therefore creating a LESS accurate system than before. Basically, trying to prove that a student with 95% is "better" or "more professional" or "more knowledgeable" or "more skilled" than a student with a 91% is a statistical fallacy. Please don't make students have to stress out about believing an A- isn't good enough, or spend their time and energy focusing on getting in that top 3% rather than focusing more on the actual content of the class. The more we specify grades (even if it doesn't statistically make sense to do so), the more attention and importance we bring to the grading system rather than the learning environment. I do not think a plus/minus grading system will make us more competitive or more capable. Our grading system is appropriate the way it is.

I think the plus and minus system should not pass. The university has gone without it for years why the change now?

While I understand that most universities operate on a plus/minus grading scale. The system is overall flawed. In order to be an A student you need to be perfect. This might work well for many of Humanities and Social Sciences. But this will unfairly punish your STEM majors. Many of these majors need to allow for a degree of error in all things. If you have a bad test then your grade is sunk in these courses. And the possibility for a bad test is always present in things like Engineering. I routinely have 1 or 2 a year that just turn out poorly. And a lot of the time this isn't due to the student, but the professor. The first test of the semester is typically my poorest as I don't know how to study for the professors exam. This system is unforgiving and will punish your STEM students. Overall it will lower grades, that is true. But you're going to have a lot of students trying a lot less hard in their class. This system basically guarantees and A- in a mathematics or engineering course. And if students can't get the 4.0 they're not going to work as hard for an A-. They just won't. So you're going to get a lot more students who are ending up in the B range when they are truly A students because they aren't going to push extra hard for an A- when they should have gotten an A.

I am unsure what would qualify as a plus versus a minus in this proposal and how it would relate similarly to the current system.

I currently have a 3.5 GPA, and have a somewhat intensive engineering course load (18 credit semesters) and switching to a plus-minus grading system will make it much harder for me to maintain my current GPA, which in turn, will make me less-desirable when searching for a job. When you have six engineering classes to focus on each term, I feel that I will be stretched far too thin trying to strive for mid-to-high A's in each class, instead of striving for just an A grade in general. I believe that the plus-minus grading system will inaccurately represent my GPA. The plus/minus grading system will benefit the "average" students, and will hinder the "higher achieving" students. I am strongly against the plus/minus grading system.

I am a hard working student. I take my classes seriously and do well. I also am a very high-stress individual, specifically when it comes to school and grades. The plus/minus system that was used at my high school brought upon my a lot of unnecessary stress. It didn't motivate me to work harder, nor did it better represent my abilities/what I had learned. It simply caused me more stress, more sleep loss, and a lot more feeling inadequate. One of my favorite aspects of UI is our grading scale. My grades reflect my performance accurately, without causing me the unnecessary additional stress that plus/minus grading does.

It would be more difficult for students to maintain a 4.0 GPA if a difference is made between A and A+ (I like that for selfish reasons), and so it could easily make for less competitive pre-med graduates (my area of concern). However, it's probably a good idea in that it would combat grade inflation, and allow for more nuanced assessment.

I don't have any comments.

A plus/minus grading system would make it hard for pre-med students to retain a 4.0 which makes them very competitive across the country.

I feel very strongly against a plus/minus grading system. As a 4.0 student my whole life, I feel as though the current grading system accurately reflects my skills as a student. I don't think students should be penalized for having "less of an A" than someone else. An A should remain an A, whether you get a 90% in the class or 100%.

I am an A student, and if UI switched to a plus/minus grading system, I feel like I would have more stress about maintaining a higher A so that I would not receive an A- grade.

I think it makes sense. Most colleges do it, and it would make UoI look more professional. Im pretty sure I would have a worse GPA if I did this though. So I am conflicted

I think that switching to a plus/minus system would make grading more complicated, and will hurt high achieving students. I do think the plus/minus system would benefit lower achieving students. overall, it probably won't change that much

By switching to the plus/minus system, it would allow for higher grades to be represented but also lower grades, I've always just shot for the A so if I make it across the thin line it's good. Though if I just miss the thin line, that will also be represented. I feel it would be a more accurate grading system though and for the most part would be beneficial in that factor. Granted, for architecture, there is no such thing as an A plus. To achieve an A would be very very challenging in the fact that in design they don't really exist because there is always more improvement. An A is not super common as of now and with the system it would become close to impossible. Because of that, my GPA would practically lower solely because of what major I'm in and that our "tests" are not quantifiable.

Please no.

This policy will cause student stress to skyrocket and will make many students, including myself, less competitive in the job market and graduate school applications unless perfect grades are attained.

I understand the benefits of having a plus/minus system, although the current system has really saved my GPA. Being able to just have a solid A in a class by getting a 90% is incredibly helpful, especially now that I have switched majors and am currently trying to turn my GPA around. The current system allows people to turn their academic career around if need be, and if an average college student changes majors 2-3 times, or has life get in the way of school, the current system really allows myself and others in my position to catch up while still portraying an accurate reflection of my success (or failures) in a class. Another comment I would like to add is that some professors have their class based around a very few amount of points, such as the only grades are 3 or

4 exams, etc. Under a plus/minus system, I feel like most students would end up hurting their GPA in those types of situations, and the students would not be gaining anything positive out of having their GPA slip because of a string of (-)'s. I strongly oppose a switch to the plus/minus system, and I know many of my peers of all grade levels and majors agree. As an undergrad student and member of the Vandal Family, thank you for opening up a poll on this important issue, my peers and I really appreciate this opportunity to share our opinions .

I believe that if the University of Idaho were to switch to a plus/minus grading system we would see an overall decrease in the GPA's of all students. Especially those in the hard sciences. Those classes are very hard and putting even more stress on students between trying to get an A or an A- seems unnecessary. Some students would do just fine, as there are always students who do just fine. But, this may hinder the ability of the normal student to get a job that they want in the future.

Make ISEM101/301 workloads across sections consistent!!!! Please.

As is currently constructed, this system would fail to differentiate between students at all levels while punishing the highest achieving, and arguably hardest working, students. Without the addition of an A+, A students would be theoretically separated into just two categories: Those earning As below 93 and those earning As above. This makes no sense. Why create three levels for every grade level besides the highest? Why separate B students into three groups separated relatively evenly over ten percentage points but lump together A students into two categories separated by just one? Shouldn't the minute distinctions between top-tier students be just as, if not more important than the distinctions between students earning lower GPAs? If the university truly wishes to more accurately gauge student performance, it should do so across all levels of grading. At the same time that it fails to differentiate between straight-A students, this proposed system also unfairly punishes them. Without the possibility of earning an A+ grade weighted with a value greater than 4.0, the GPAs of straight-A students could only deteriorate. The university would recognize the efforts a student made to earn a 69 but not the astronomically greater effort it takes to earn a 97. It would punish students working the hardest while rewarding students who scrape by with little more than the bare minimum required of them. This inherent lack of fairness does not only apply to students earning straight-As. Any student earning As in the majority of their classes, whether that majority be 60 percent or 90 percent, stands to lose more than they gain. The primary argument against the addition of an A+ is that it would require the university to raise the cumulative GPA possible above 4.0. However, a simple solution exists that would nullify this argument. Following the example of Arizona State University, the university could simply incorporate an A+ grade with a weighted value of 4.3 while capping the maximum cumulative GPA at 4.0. This would eliminate the inherent lack of fairness in the system while allowing the university to distinguish between students at all grade levels. For these reasons, if the university continues to push forward with a scale that lacks the addition of an A+ category weighted at a GPA value of 4.3, I will not support the adoption of a plus/minus grading system.

As a high achieving student, I will graduate with a 4.00, I am strongly against the plus minus system. I was the valedictorian of my high school which did operate under a plus minus system. Ultimately I do not feel like such a system would increase my ability to be successful nor do I feel that as a successful student I would be given any form of higher reward with an A+ versus a regular A. Attending a university that did not operate under a plus minus system was a big draw for me and it would be disappointing to see the University of Idaho change in this way.

The page before the survey said that other colleges and universities in Idaho used the plus-minus system, but did not go into detail about that. The survey itself seems to be biased toward a plus minus grade system and data from it may not be an accurate representation of student opinion. Personally I oppose the plus/minus grading system because it would add an extra layer of complication to the grading process. Almost everyone should understand how an A, B, C, D, F grading scale operates, but not everyone (in the hiring field) will know the nuances of an individual school's plus-minus grading system.

To be blunt I enjoy getting 4.0 quality points for all of the low A grades I receive. If I was a high B low A student I would probably support the plus/minus grading system. However, as averaging a low/middle A in most classes this grading system would decrease my overall GPA.

don't do it

The percentage grade received in a course is indicative of many factors beyond comprehension of course material, often making final grades a broad approximation of a student's understanding of course material rather than a precise representation. Thus a broader grading bracket is preferable over a highly partitioned one, because it increases the confidence interval of the grade to accurately represent the student's comprehension of course material.

Statistically a +/- system hurts the GPA of your higher performing students. With more risks to lowering GPAs above a 3.5, the system hurts high performer's overall GPAs and makes them less competitive for scholarships, jobs, and graduate schools

The plus minus system may be more beneficial to students who don't normally get A's, but as for the students who do average A's in classes it will make it much more difficult to achieve that A. Coming out of high school, college is obviously more difficult. I had the plus minus system in high school and going from that to a whole letter scale in more difficult classes made it much easier to get that full A. Changing the grading system would be unfair to the students who normally get A's in their classes.

I think this is a bad idea because sometimes I get low A's and with this system my GPA would decrease because I got an A- even though I still earned an A in the class, so I think that is stupid and we should NOT switch to this system.

The +/- grading scale would hurt a lot more students than it would help. Getting a 90 in a class is the difference between a 4.0 grading scale and a 3.7. It may make for more accurate grades, but in the end it can only hurt those who barely make the cusp for a 90. I 100% disagree with this idea and would consider transferring.

The scale will hurt A students by deflating A's into A-'s. A 92.9% in a class would then translate into a "mediocre" 3.7 GPA. In effect the +/- system just creates more "average" students from A and C students alike.

I already have a lot of anxiety about grades and this will just make it worse. This will also make it hard for me to calculate my GPA on my own which is irritating.

I don't see the point. There is already a balanced system going so I don't see why the effort is being made to change it. Without a plus or minus system I can still be able to tell the exact points I'm away from a lower or higher letter grade from Blackboard or speaking with my instructor. Things are fine the way they are, no sense in putting effort into something vs. putting effort into things that actually need to be improved in this school.

I strongly believe that UI's current grading system has worked well and a majority of students who have heard the proposed change are against it. As am I, I think this proposed change will only hurt students and their GPAs. It worked for a high school system but not at the collegiate level.

Please no.

It will make it harder to have a good GPA. If I got a 94% versus a 95% I feel I still deserve that 4.0.

A method like this might pressure more students to work towards an A- or an A+. With a method like this we need better instructors to accommodate those changes otherwise it will cause negative problems such as more stress minimum just to maintain that A+ vs A- .

Do not switch to a plus/minus grading system

Do not do this.

This would be a horrible idea

I think that it's hard enough to earn a high GPA without the plus/minus system, and that adding that system would overall lower GPAs as opposed to raising them. I know plenty of UI students who have a 3.8 or 3.75, and that's with using straight letters. Many of the A's that they did have would most likely be lowered to A-'s, lowering their overall GPA more, even with high B's that would "raise" that GPA. Collegiate-level education is a whole different ballpark compared to high school (which usually has the plus-minus system), and should be treated as such.

This would be a mistake. It will see more negative impact than positive.

I don't think it matters if there is a plus/minus system. A GPA number is fine in itself. I feel like if they add a plus/minus system it will just add another label to who we're are. It will be a status statement.

Please don't change the system.

I strongly believe that we should switch to this system. It is unfair that if I have an 89% I get the same grade as someone who has an 81%. Furthermore, it sucks that I'm 1% away from getting an A but I lose a whole point on my GPA. Switching to the plus/minus system more accurately depicts a student's GPA.

Switching to the plus/minus system I think will screw over a lot of people's GPA and end up hurting them when they graduate making it harder for them to get a job.

This is literally the dumbest thing this university could do. If I got a 90% in a class, that should be an A. PERIOD! Therefore I should get a 4.0 for that course, not anything else. It's bullshit that if I work my ass off to get an A, that it not be rewarded as such. I have heard that a majority of students are against this, and a majority of professors are for it. Why should the professors get any say in this? They're not paying for anything. The students are the ones paying for an education, so they should get a say in things like a grading scale. If this passes, I guarantee a drop in attendance at the University of Idaho. I warn you not to pass this.

I think that the grading system that is currently in place does a fine job of representing students and their achievement in classes. I believe that I have earned the grades I received even if they were on the fringe of a higher or lower grade. I am sure that many other students share my same opinion and I believe that the student body opinion should take precedence in this matter, seeing as we as a student body are paying to be enrolled at this university. I do not think that the teachers opinion should outweigh the students in this matter and hope that the university decides to back its students in the end.

I don't really care if there are more granular GPA's, but everything above a 90 should be an A, above an 80 a B, etc.

A plus/minus system would more accurately represent a student's work ethic and GPA, to a point. With that being said, this system allows for too much variance and grey area with grades from teacher to teacher. Professors have different levels of expectations for their students and one may award an 100%, while another may award a low 90% on the same assignment. Although the assignment is still excellent work, a student gets docked for the professor having higher expectations, a different perspective, or just natural human error. Moving to this system would call for a more black and white grading system in all classes, which in essence, takes much freedom away from curriculums and puts added pressure on professors.

This is an awful idea. I like the way it is. College is stressful enough without having to deal with watching grades by mere points.

It punishes students who get low As and awards student who barely try

I think that this would definitely bring down the all men's and all women's GPA on campus which will make our university less competitive with other schools. I currently have a very high cumulative GPA (3.81) after about 80 credits of undergraduate work and I definitely feel this would have a negative impact on my GPA. I really hope that this will not pass and I know the majority of students will be very upset.

I don't see the point in changing it. It may reduce the amount of actual 4.0 students we have but in the end I think everyone's grades will still average out pretty equally. It would be interesting to take a study and look at say 100 students and their grades. Apply a +/- scale and compare if their actual GPA changed or remained pretty constant. Then report these findings to the students for a second opinion.

This would be a stupid system to move to. One of the things I liked about U of I when deciding to attend this institution was that it did not have a plus or minus grading system.

I am most concerned about how credits high school students have taken will transfer, specifically credits taken at UI. If a student gets an A, but has a 91%, this would affect their GPA if the system changed. I would have less issues with it if it did not apply to all classes taken before the system were implemented.

The current system is simple and effective. If something is working well, why change it to a more complicated system? I don't believe the benefits outweigh the disadvantages.

It's very difficult to get an A in classes. I don't want to have to get a 93 to get an A. Not concerned with achieving any other grade other than A.

I think that this grading system will keep students motivated to work towards achieving higher grades within individual classes, especially when they're well into the semester and would otherwise be locked into a letter

grade. For example, if I have an 85% and I am 2/3 through the semester, the likelihood of me getting good enough grades to achieve an 'A' are slim so I will put in the minimum effort to sustain my 'B' rather than continue working hard towards a 'B+' if we had a plus-minus grading system. That being said, as I typically get A's that are in the lower end of the range, my GPA will likely go down as a result of this change but it would provide extra incentive to continue pushing towards that next break-point should this system be implemented.

A plus/minus grading system will help students with higher achievement and will hurt lower-achieving students. A plus/minus grading system could hurt graduates joining the work force if they are going against graduates who did not have a plus/minus grading system (since a student getting an A- at our institution would have a lower GPA than a student who received an A- at a non plus/minus grading system institution).

I do not think that the University of Idaho should switch to a plus/minus grading system, because it may jeopardize individuals who are trying to get into a competitive program by taking down their GPA (if they get an A-). Whereas an individual who went to a college that did not have +/-, could have gotten the same percentage score and gotten a solid A for it, resulting in a higher GPA. This is an unfair disadvantage.

While some colleges in Idaho may use this grading system, it is not very popular in other states. To transfer only in-state it may help, but I also fear that it will reduce the credibility of this university's grading system for people who move to states such as California. I also don't see the issue with credits not transferring as easily from universities who don't use the +/- system. Whether it's an A-, A, or A+, they can all be transferred to an A. I only see the issue if one needs to transfer from the University of Idaho to another university, which we probably shouldn't be actively encouraging...

If you want to use a +/- system, you should offer an A+ grade, as well. For those who do well, and even those who don't, it can make a big impact in their grades/GPA. However, I think it will be difficult, particularly for TAs that grade, to determine the difference between an A and A+ or C and C-.

Any student who earns a 90% or higher has earned an A for their course and should receive 4.0. Changing the point value will separate those who earned higher A scores, but it has the potential to harm the student who loses .3 from their A score. They are still stellar students, calculating their score so precisely seems to diminish their efforts.

This change will be expensive, take time, and do nothing for the success of students. Take the time and energy and put it toward more worthy causes.

I appreciated the plus/minus grading system at my undergrad school. Also, I would suggest including an A+. At times, I was in a very small % of students (1-3% of a total class) at that performance level and it was good reference for ppl writing my LOR to see that I had earned A+s in rigorous and competitive classes.

I think it is a good switch if the University's comparative schools have implemented the plus/minus system. It mostly helps to separate the low/high within the A's/B's. Maybe some value in that but GPA is an increasingly less important component of my portfolio because there is already so much variation in course difficulty levels.

I believe that a plus minus grading system should still allow a student to maintain the same GPA as a traditional letter system. There will be times that the system falls in the students favor and times it does not. It does make achieving a 4.0 more difficult however for the majority of students they will see in a benefit in working hard to try and do their best because someone with a 80% in a class and someone with an 89% will not be treated the same which can be very frustrating and demotivating.

N/A

I think it would increase the differences between grades given based who teaches a class. I can see some advantages though.

It would make transferring credits easier. But other than that, I really don't think it make a big difference.

While it may provide a more accurate gpa, I think it'd make semesters more stressful.

I feel like I do not really understand what the plus/minus grading system really is. Maybe if there were a pamphlet that explained it better, that would help make more sense.

This is stupid.

As a student, teaching assistant, and instructor of record in Computer Science - I am strongly in favor of UIdaho adopting a +/- grading system. It helps not only in grading, but better evaluating students' performance. As of now, students who work hardest and students who not so hardworking get the same grade: "A". This creates a vacuum of no-motivation of hardworking students because they see others no working so hard get the same grade as well.

Generally I feel that the plus/minus system may help professors and TAs with grading in some ways, but it also creates complexity. Also, more students are likely to fight or request reviews for their grades going from 5 possibilities to 13. This will create additional time and effort for the administration and professors/TAs. Having been in both situations, I believe that not having plus/minus is better and easier for students in both achievement and gpa calculation.

As a thesis student who is evaluated more on the quality of research progress and less on grades, I do not have a strong opinion on this matter.

I like the idea.

I am a teaching "assistant"--and when I say teaching assistant, I mean I responsible for ALL aspects of the course, from design to teaching to grading. This is all on top of being a full time student. Grading is the most time consuming part of my job, and though I often wish for the ability to give students an "A-" (most of my A students are actually A- students) the whole letter grades probably save me 40 or 50 much needed hours a semester.

What happens to all the previously earned grade points? Do they remain the same and the new system will then muck up current student GPA's? Are current student's grandfathered into the current system? How would this system be implemented more information is still needed.

At first glance, the plus/minus grading system appears to skew grades/GPA points down. In addition, there is no reward for earning an A+ (e.g., 4.3). In my opinion and experience, real-world interviews/interviewers and today's online application forms are not interested in the specifics of a grading system (Overall GPA is the shining star) and do not provide a "supplementary info" section for "types of grading system", respectively.

A plus minus grading system would create an unnecessary stressor. With the current system students can be more confident that their grade will be near their perceived performance. With the smaller range of a plus/minus system any small change (up or down) will result in a GPA change (instead of only borderline grades). I feel this constant change of grade would cause stress that currently doesn't exist.

Switching to a +/- grading system will definitely reduce my cumulative GPA. Please don't change.

I think it's a terrible idea-- not only would this be more stressful for students and graders, but these grading systems makes students less competitive for prestigious programs and scholarships relative to students from schools with standard ABCDF grading.

I strongly disagree with UI switching to a plus/minus grading system. I have an undergraduate degree as well as an MBA. None of them used plus/minus grading. If U of Idaho switches to a plus/minus grading system I will strongly consider switching to a different university for the graduate degree I am currently working on.

As a graduate student, I have been told that research is our first priority, then our assistantship, followed by our classes. With that said, we are still expected to maintain at least a 3.0 GPA. A plus-minus system will add undue pressure on graduate students regarding grades in classes when we should be focusing on what is going to make us marketable (I.e. Research).

I feel as though only high schools have a plus or minus system. We need not to treat the students as high school students. We need to set standards and stay with them going to a plus minus system is not setting those standards.

Implementing the plus/minus system will disproportionately affect non-traditional students, lower income students without access to resources, those in ROTC, athletes, students with jobs, and students in more difficult (i.e. science-based) programs. This system benefits very few students and harms a majority of them. It makes graduates from this University less competitive in the work force. With the plus/minus system, a student may graduate from UI with all "A's", but not have a 4.0, while students from other universities without the plus/minus system may have the exact same grades, but would have that 4.0 on their transcripts. I believe the plus/minus system makes my degree from this University less valuable and undermines my worth here as a student. It is

inappropriate to penalize students for not being perfect. Many students work very hard, and depending on their course load, work schedule, and personal lives, their performance each semester may vary, though this does not necessarily reflect the effort they put into their schoolwork. They should not receive a lower GPA because their "A" in the course isn't as good as another student's "A". If you receive a grade between 90%-100%, that should count as an "A".

I am a high school teacher that grades daily. I strongly feel that a + - option would be more indicative of the true grade. For example, an 80% is a B- not a B. On the other hand, a 97% is an A+.

I think it's way past time that U of I consider this switch.

It depends on what criteria would be used to determine the +/- system. Is a 3.7 at 95% or 90%? Also as a transfer student into UI for my undergrad, my GPA went from a 3.7 to a 3.9 when converted to the UI system. With that, moving to another system would definitely hurt someone in my position.

I think this is a terrible idea that other universities have adopted and we don't need to go along with it just to fit in. If someone is striving to get A's to get into grad school (such as I was) and they get an A-, it punishes them by not giving them the full 4 points. This system only complicates calculating grade point averages.

I don't really see the need and benefits for this change, neither + nor - I was a TA for 3 years, and a co-instructor in a +/- grading system. At semester end each student's grade was reviewed. Borderline grade students' work was reviewed more carefully, and if the overall work performance merited, sometimes adjusted upward. I don't see that the +/- system will change how I evaluate these students. If a +/- system refines a grade scoring, then a GPA could also edge upward a bit, or even go down.

I feel that the plus/minus can be a benefit to students. It allows you to see where you fall in the class' grades better and provides a better documentation of your overall grade. Should a student be given the same grade if they barely made it to a B, whereas another student is almost to the A grade. I think that this will allow students to achieve grades that better reflect how they are doing in a class

This will only lower GPAs

The main area where I would have seen a positive outcome if this system had been in place is when I was looking for a job after my undergraduate program. Many employers, especially in the government contractor world, look at your GPA very closely, and it can be the deciding factor between similar candidates. This proposed system will more accurately reflect performance, by providing a metric with finer granularity.

Switching to plus/minus system is good idea but the important thing is how the borders of letters would be defined. The range of each letter will drastically effect the results. I think in the survey you have to mention what is exactly the new mapping table for plus/minus system.

More often than not, my grades teeter between grade letters. Knowing the difference between an A and a B is an entire point makes me work my ass off to earn that 4.0. Why would I struggle to make ends meet just so my A- puts me at a 3.7 and makes my GPA less desirable to businesses or further education? I'd rather skate by with a 3.3, are you kidding me? When in the hell was the last time you got straight 100% in Fluids, Heat Transfer, or Machine Component Design? Never. When will you? Never. Don't screw us over.

Having attended schools that offered the plus minus system and the standard full grade system, I felt that the plus minus system accurately described the grades earned on paper; however, it does not reflect the students effort in the class. At the moment, the plus minus system is a hindrance to students who wish to enter the professional where a gpa matters. The first university I attended, I left with a 3.5 gpa, this gpa was comprised purely of B+'s and A's. However, nationwide a student at a different university would have attained a 3.8 gpa. On paper, the other student looks better as they have the higher gpa, and most employers (that I have interviewed with) don't care to do the research on wether a school has the traditional grading system, or contemporary system. I was declined an internship because my gpa was not a 3.6 and stated before, if I were on the traditional system I would have been considered for the position. At UofI professors and TA's have the ability to distinguish between grades, whereas the plus/minus system is based purely on test scores and percentages and leaves no room for teachers to move students up or down on the grading scale.

This will make designing grading systems considerably more difficult.

I went to Boise State, and it makes it much more challenging to get a good grade. When A is supposed to be excellent in a class, an A- will make a smaller threshold for a 4.0 to be achieved in a class. Boise State uses this system. It adds way more grade thresholds, which only makes changing the grades that are on the line even more challenging. There becomes whether to give a B or B+ with a 87.5%.

I should not get penalized for getting a 90 percent in a class. A 90 percent is something I should strive for, not something that will harm my GPA significantly. This change will only harm students and not benefit them at all.

This is the stupidest idea i have ever heard of

I believe a plus/minus grading system is a terrible route for the U of I to take. I don't think it will accurately represent how well students are performing in class. It would be more detrimental to average GPAs than it would be beneficial.

By making a minus grade a lower GPA than the current standard letter, a 90% student from the University of Idaho will look worse than a 90% student from a school with a solid letter grading system. My classes are not easy and I work very hard on my GPA for scholarships and to be competitive in the job market. If this had been implemented before I was making choices on where to go to grad school, it would make me think again. Even in my high school with plus and minus, straight As got a 4.0. A 3.7 is an insult. Please don't do this.

I strongly disagree with moving to a plus/minus system. There is nothing wrong with the current system. If it's not broken, don't fix it!

this is a horrible idea. The people who will benefit from this are people who have high GPAs to begin with. And people who make average grades like me will be penalized.

NO

Fuck this change would ass rape most GPA's!

College is about career preparation. You will get out of it what you want and grades, though arguably necessary, end up meaning very little in most cases upon graduation. I'm relatively indifferent as to whether the college goes to a plus/minus system, other than it seems unnecessary. Keep it simple.

Prior to attending the U of I, all of my previous schools including high school had the plus/minus letter grade system. This system gives a more nuanced and accurate grade for students, and is beneficial for a myriad of reasons that I strongly agreed with on this survey. Thank for your consideration.

Switching to the plus/minus grading system will lower everyone's GPA in most cases. It will most likely lower my GPA. It will cause more student to disagree with grades on assignments since the GPA cutoffs are closer together. I am strongly against this decision!

If it ain't broke...

I have always felt that the existing grading system at the U of I is not up to the standard, and if somehow you get 1 mark below that 90%, you're grade point for that course suddenly becomes 3! That is huge! And it should adapt to the plus/minus system which is widely accepted throughout the world now.

I've seen the plus/minus system really end up screwing students gpas. I do not agree with implementing it.

I understand the premise of the switch however I strongly disagree with it. I believe that when students go into a class they will be much more likely to succeed and plan for success with the current system. I am very against the +/- system. I think it would do more harm to the student body especially those applying to post graduate studies.

Please do no make this change. It is unfair to a 4.0 students like myself to be expected to earn a grade even higher than a 90% in every class to maintain my gpa.

This change will affect my grades tremendously and make it harder for me to keep my high academic standing

I have a 4.0 right now because I did well in my classes. I think with a plus/minus addition, I would have dropped to a 3.7, 3.8 instead, because I likely would be on the A- side in at least one of my classes. Thus, adding a +/- modifier would likely reduce my GPA, reducing my competitiveness. However, I think it would translate better to other schools, and would help reduce grade inflation, so it might be the right thing to do, even if it results in my GPA dropping a little bit.

I think this system is a terrible idea.

The U of I was on a +/- grade system previously before switching over from that. Why did we switch? Let's answer that question first and then we can continue from there.

I disagree with the regular grading system as it is. We should be thinking about how better to help a person learn, than how to better evaluate and judge them. This will cause even more "grade grubbing" by students who are sensitive about maintaining certain GPAs. We need to think about rewarding people for their efforts, and worried about how we can get people to buy into the experience that a liberal arts education could provide and reward someone with. Students are constantly made to feel that they "have been weighed in the scales and found wanting." We need to change this attitude and its propagation in a big way.

It's not necessary and won't help anyone get a better job. Is extra work for everyone.

Please don't. I do not like this new form of grading because it can create misunderstandings and places test scores and grades over learning the material for true knowledge. Seriously don't.

I don't think this switch is a good idea. It will cause an extreme amount of stress for students who don't do well in a traditional education setting and the benefits in the job market would be menial.

Culture: The autonomy of university faculty leads to "lone wolf" behavior: i.e., little incentive for teamwork and sharing of resources, lack of respect for other peers within domain, emphasis on the individual over others, elitism, and an inability to relate and/or understand how they are perceived. Do these models inspire the next generation: i.e., what expectations for societal role do you believe are transmitted to students? You're looking to change the formal system, when you should be looking within yourselves. I'm sure this kind of work/survey/suggestion provides a positive metric for someone (possibly a group or committee) to justify their job, and gain positive marks in their annual performance evaluation. And it definitely looks great on paper ... A+

The graduate program is hard enough. In order to maintain my current scholarship, I must maintain a specific GPA. Plus/Minus grading would makes this GPA even more difficult to obtain, and I would not be able to attend U of I without this additional money.

As a student in a rigorous graduate program, having a plus/minus system would make it harder to keep up with the high standards of the program. Students in graduate school (and students who are going to apply to graduate school) always have to strive for perfection. A plus/minus system is unforgiving for anything less than perfect. I've had experience with this system before and I don't feel like whether I get an A+ or A- is related to the effort I put into the course. I can work as hard as possible and still be short of an A+. I've never received a B in a class that I didn't feel I deserve, however.

Although I'm a full time student currently, my credit of this semester is below 12 as I'm a graduate student

I have no issue with the current grade system. If implemented, this change would needlessly complicate the responsibilities of teachers in the grading process and give students unneeded confusion about the implications of a plus or minus attached to their grade.

From an undergraduate student's point of view, my alma mater switched to +/- in my senior year. This dramatically affected my work habits. All I had to do prior to +/- was shoot for a 90 to get a 4.0, and this was a significant factor in what to work on and when. From a professional standpoint the +/- system is significantly more accurate in recording a student's actual work output. Grade inflation will likely still occur, but in the end I think +/- will have a normalizing effect on grades.

There is NO point in plus/minus. Just makes more complicated. Also more stressful for students. I highly oppose.

no

Is there any research that proves if one system has a majority of students with a better gpa than the other?

I don't even know why this is even a suggestion. This idea is the worst and I would never have considered Idaho if this was a thing when I first came here.

This idea sucks.

Students will suffer by switching to a plus/minus system. The University's overall GPA will also go down. I will be at risk for losing scholarships that are based on my GPA.

The plus minus system only acts to hurt the highest achieving students. Grading should be at the discretion of a professor for the class average. This will only hurt and aggravate high achievers. This is not a proper path for the University to take.

It seems to attack those students who are on the border while not helping those who are under a certain grade area

As a student, I would be less motivated to work hard in my classes on a +/- grading scale. If a 92 counts at a 3.7 and not a 4.0, then I would not be motivated to even try to get an A and would choose to keep the B. Also, I don't think it helps students when it comes to employers looking at transcripts. Also, my financial aid is strongly based on academics, and so does my involvement in the Honors Program, and changing to a +/- system would heavily effect those two things.

The plus minus system, in my experience unnecessarily punishes good students by decreasing their GPA. In my opinion someone who earns straight A's deserves a 4.0 as opposed to a 3.75. I had the plus minus system in high school which I believe gave a more skewed view of my GPA

Making this change will push students to work harder to maintain a high GPA. This grading system will separate the great students from the good students and the good students from the average students. I think students will be more motivated to get that + over - which will establish a work ethic that will aid them in their future endeavors.

I believe that when a student works hard to receive an A of any sort they deserve it to count as a 4.0. These students don't deserve to be punished for giving it their all.

It would lower my cumulative.

I believe that the current grading system at the University of Idaho is sufficient, and fair. There is no need for a change in the way the University of Idaho grades. I am not the only one with this mindset, many student feel this way. I hope that this strong amount of disagreement to switching to a plus or minus grading system is recognized.

This will just bring more GPA's down then raise them up.

No this is absolutely a horrid idea

The plus minus grading system is terrible and would not make the university look better overall. I know that I myself preferred coming to the U of I over my second choice because of the lack of a plus minus grading system. Do not change it

Why fix something that is not broken?

PLEASE DON'T DO THIS TO US

This system will make students even more stressed about their grade (on the upper end) and students who are failing have less incentive to bump their grades up.

A plus/minus grading system would be an overall detriment to students. It increases the stress of maintaining a GPA. When a student can achieve between an 89.5-100% for an A and a 4.0 score, it leaves less room for subjective grading to hurt a student. Many professors intentionally grade very hard so that their students have more feedback and can improve more. However, with a +/- system this becomes a challenge and the student has to work even harder to achieve this stressful goal.

Absolutely horrible idea. As a former grader and TA, the plus/minus system ultimately harms more students than it helps. Knowing that this survey will inevitably receive more harsh feedback than positive, I will be extremely disappointed if the UI Administration chooses to go ahead with this policy change despite the overwhelmingly negative reaction.

The new grading system will be degrading and will bring negativity to learning by specifically picking apart students grades/abilities.

I have many friends at private colleges in the Northwest that function with a +/- gpa system, and based on their accounts I feel that changing our system at UI would only cause more student stress and perpetuate anxiety when it comes to grade and gpa calculation in the long run.

I do not support the plus/minus grading system. I worked very hard last semester to earn a 4.0 GPA, and I would feel very discouraged if all my hard work was diminished do to this new grading scale. Although it may have advantages for students who transfer or plan to transfer, I personally do not support this grading system.

My peers and I have discussed this in length. We believe a plus/minus grading scale would increase precision of the scale, but at the cost of a good deal of student stress.

I would be fine if we switched over with the new first years coming in, but it would not be fair to switch my grades after I earned a 4.0 G.P.A. with this grading system we have currently.

The plus/minus system is a large reason why I did NOT want to go to Boise State University. I do not believe this will help "better display" individual's academic achievements, it will only stress out students unnecessarily. I am a student who is engaged in multiple outside extra-curricular activities with an average credit load between 18-20 credits. If this new system were introduced, I may have to drop extra-curriculars just to maintain my 3.96 GPA. If I were to go to graduate school, this would hurt me more than help due to a lack of leadership and career experience, or a lower/less competitive GPA.

Attended Idaho State University last year and did not feel the persistent hard work I did for my education was reflected well through the grading system.

Inducing a system where there are only "pluses" would be most beneficial to everyone involved

College is about receiving an education and learning material that will help students succeed in the adult world and in each individual's chosen career. Implementing a plus-minus grading system will take the focus off of learning and will place the focus on how to get an A+. Students will stop trying to learn and will instead focus on the numbers of how to get an A+. Right now, I like being able to go to class, sit, and listen to what the professors are teaching with the intent to take away something I didn't know before the lecture that I can implement in my life and in my future career. With a plus-minus grading system, I would feel like I needed to memorize information that is useless just to score well on a test instead of being able to simply learn and absorb knowledge. Honestly, plus-minus grading systems are STUPID. They don't evaluate how well a student is learning the course material. They evaluate how well a student can memorize and cram useless information into their brains. Students who get As in the current system are stellar students and are noticeably different than even the B students. I have friends who attend colleges with the plus-minus system and they have no clue what they learned in their last four years because they were solely focused on getting the stupid A+. That's not learning and that's not why people obtain a higher education.

As a student with a 4.0 GPA, I feel as if I stand to benefit the least from this change. The difference between an A and an A- is marginal, and as classes get prioritized, I find myself sometimes falling below the proposed threshold for an A. The difference in mastery of content between a 94 and a 95 is marginal at best, but the result of this grading system means that my admission to a top law school would be much more difficult. Potentially lowering my GPA--and by proxy reflecting more poorly on the University of Idaho--for an arbitrary reason is absurd. If the University wants to improve its standing in the academic community, it should start with providing the best education possible, not changing the scale and moving the goalposts.

I personally think this will hinder the ability for some students with difficult degrees to succeed. If you were to take a biochemistry major and apply them to this system of plus or minus and also apply it to an English major it wouldn't positively reflect the student's work. Because we can all agree that some majors are easier than others. And our current system accommodates those with harder majors to have a cushion to fall back on even though they maybe putting In their all.

I don't believe this change is beneficial enough to change the universities grading system.

don't do this to us

By changing this grading system, the university's GPA as a whole will go down immensely, which will attract less future vandals. Most colleges do not do a grading system like this, and it is not fair to make someone's GPA go down solely because they wanted to go to the university of Idaho. I know me personally would suffer from this,

and my house, would suffer from this. This is a poor decision the university is making of even considering this, this proposal is asking for the university to drop in numbers immensely

The plus/minus system will make it harder for students to acquire a 4.0 and it will increase the GPAs of students doing the bare minim. I feel that you should not try and fix something if it isn't broken... the grading system here at the university is fine as it is.

While grades are certainly a show of student learning and effort, they are not the only thing that contribute to acceptance into a graduate program or a successful future. A plus/minus grading system does not appropriately display a students effort to achieve goals. GPA does not indicate a job worked, hours volunteering, clubs and organizations, leadership experience, or other qualities expected of a solid candidate for a graduate program. A plus/minus system would just inhibit success by stressing small points instead of overall achievement.

I don't like this at all. I think it will severely hurt students gpa

This will not be beneficial to most students in my opinion

Please don't.

I strongly oppose a switch to the plus/minus grading system. This would put further stress on students, especially those trying to achieve a particular GPA, whether it is for a scholarship or further education. In addition, a students GPA is not a complete representation of their knowledge and learning capacity and placing further GPA marks would (as stated above), create an unwelcoming environment and more stress for students. Please do not change the current grading system.

By changing to a plus/minus system it hinders the grades of the student and actually makes them less competitive in the future when applying to professional schools. For example, when receiving an A right now, that is an automatic 4.0 GPA. However, with the plus/minus system, if a student receives a low A in a class, they no longer get a 4.0 GPA which will lower their accumulator GPA down. This will make getting a high GPA a lot more difficult and on average will make students less competitive with students from other schools since our GPA would no longer be fixed.

I don't like the plus minus system. I think it would lower a lot of GPAs

This is a TERRIBLE idea. It only makes it more difficult to do well GPA wise, and creates more stress for students and teachers. I strongly advise the University to NOT DO THIS.

Changing the grading system is not a good idea. I think overall GPA'S will be lower and not be as consistent across campus.

DONT DO IT

Don't do it

With so many students depending on grades for financial aid, this could screw over students who work and attend school, by making those GPAs harder to acheive.

I have personally seen someone close to me be thoroughly screwed over because of the plus/minus grading system. He was a straight A student and got a single A minus and his GPA dropped. I think this is very unfair to the student. I believe this will hinder a straight A students GPA a lot, making it nearly impossible to obtain a 4.0 (which is what most everyone strives for). I don't feel like the University of Idaho has to hop on the bandwagon and try to do what other universities are doing and feel like the grading system is fine as it is.

Thank you for taking the opinions of students into consideration, but I do not agree with changing the current system.

I feel like it would be an unnecessary step. I can see how it night improve some student's GPA's, but for students who struggle to maintain a 3.0 average with B's in classes it will hinder them a lot.

I feel that it is a ridiculous proposal. If teachers want to fit this scale, they will just curve their classes

Switching to plus/minus is only beneficial to a small amount of students that average high percentages in class. I don't think that a 91% deserves any less credit than a 97% and an A- shouldn't make my GPA not a 4.0 BECAUSE ITS STILL AN A. This is trying to create a competitive atmosphere on a very not academically competitive campus.

Also, this will have a pretty detrimental impact on first semester students facing sanctions from the university for grades. Getting a 75 could get you a lower GPA than a 76 and that is honestly bullshit. dont make good grades harder to achieve for students, especially in the state of Idaho where students are barely even prepared for college. Re-evaluate the reality level of the students you have supporting this. Do they average high grades and support this? Or are they a normal student that is scared of this because it will lower their GPA and make life that much harder.

Please, please, please do not change from our current system. You will cause myself and many others much distress. The way we are graded accurately depicts my learning abilities and capabilities. I feel very strongly that we don't change our current grading system. Thank you for your time listening to the students voices, our needs, and wants.

It's hard enough in school to get an A. It's ridiculous to doc students on their GPA for that grade. It should be rewarded not punished.

Please don't change it.

I think this would make calculating my own gpa much more complicated. I also feel that it would put me at a disadvantage to other students from university's who don't use the plus/minus system because they could get the exact same grade as me and have a 4.0 while I would have a 3.8

It's perfect how it is.

The plus/minus system will be more confusing to calculate my GPA. I have never used this system before and I believe it would ruin my GPA if I started to.

Honestly this doesn't make any fucking sense lol don't switch it

PLEASE DO NOT DO THIS!!!! The current system works!!!

dont do it

Please NO

I feel that this plus minus system effects A students the most. I strongly believe that A quality work, is A quality work weather that is 92 or 98. I attended Idaho State University where they had a plus minus system, where I saw this effecting A students the most, I think it's a really upsetting fact that if you finished a course with a 92% you were not a 4.0 student, though you had all A's. Before I transferred, I had a 3.35 overall gpa, but translated without a plus minus system I had a 3.44 this allowed me to get scholarships that I otherwise would not have been able to get at Idaho State and really confimed my choice to attend to the University of Idaho. I also see that the plus minus system can be discouraging to students and doesn't provide much means of motivation when there's such a small margin.

Changing to a plus/minus system would lower my GPA. I work very hard to maintain a high GPA, I strive to have good grades in all my classes. Changing to a plus/minus system would negatively impact my grades, and I believe it would hurt most all grades at UI, along with cause much unneeded stress among students. It would also be harder for professors to grade, causing grades to be delayed even more than they already are. I really hope, for the sake of both the students and staff, that this system is not applied at the UI.

This change should never happen, EVER!! Think about it, you are penalizing students for still receiving "A"'s for their hard work and dedication to their studies. Also, you would have to take into account how passing this grading system would affect scholarships and the incoming student enrollment at the University of Idaho. I came to this university because I was given a scholarship. At the end of this semester, I will retain my scholarship for earning above a 3.0 GPA. However, if we were to change to the plus/minus system, I would lose my scholarship. This is not fair to any student, and if any student votes yes, then they are most likely extremely uneducated about the situation and should receive all possible information regarding this subject, both the pros and the cons, not just a broad overview of what would change in the system.

I personally think that the this grading system could make the university GPA as a whole drop. As a student, I work very hard to keep my grades up as well as many other students. We sometimes barley make the cut for a 4.0 or the deans list! It feels so great to have all your hard work pay off. But with the plus/minus grading system you

could have a A- instead of an A and not have earned a 4.0 in my opinion I think that that is unfair. As college students we have heavy work loads and being able to pull of an A in every class is a big accomplishment, and shouldn't be taken by a plus/ minus system. Adding this system could potentially cause discouragement in the student body, instead of increasing moral. I believe the grading system should stay the same.

THIS IS A HORRIBLE IDEA.

I think this is dumb. ONE: This survey is very one sided. From the courses i have taken here at the UI, I have learned how a survey is supposed to go. This being the one they use as a horrid example. TWO: If you want to "better" the UI this is the worst thing you could do. It will lower the standings for this place. I chose to come here strictly due to the graduation rate. THIS WILL LOWER THE GRADUATION RATE. THREE: I am poor. I dont have money. My scholarships are the only reason I could even consider coming to college. With this so called "good idea" you think you may have will cause me to drop out of college because my GPA will be too low to keep my scholarships and i will be broke, homeless, and sad. FOUR: UI IS BETTER THAN THIS. FIVE: IVE HEARD NOTHING BUT BAD THINGS ABOUT THIS. Thank you and god bless

The University of Idaho should NOT switch to a plus/minus system.

Absolutely not.

I think this is ridiculous that the University is trying to change the grading system. It is not going to make it any easier for teachers or students going through! This is only going to make grades fall and the borderline people's grades worse. I think this will decrease the overall percentages making the University look worse than it is. Please think about everyone in the school before this decision is made. I am a 4.0 student and my grades will not be any better if this is changed to a plus or minus scale. Jobs after college are not looking to see if there is a plus or minus grading scale they are looking for your overall grades.

Hell no. You people are stupid if you think that this will "better" the university. It will lower peoples GPA and the over all university standing. Also these questions are very leading and that isn't fair. Again you people are stupid.

This would make it much more complicated and while it could help those that manage a + grade, it will screw over the other 50% that get a -.

I think the plus minus system is good for high school when everyone is forced to go but in college we all want to be here and pay to be here. It is dicouraging to pay this much money, get straight 90%'s and have a 3.7 GPA graduating, especially if you are planning on attending a graduate program after.

I don't believe it should change because if you get all A- (which is my average in all classes) you still cannot get a 4.0. It takes a lot of hard work to even get a A- in a class and the fact that even getting that wouldn't get you a 4.0 doesn't seem fair. I personally have a lot of anxiety about grades and if the system switched, then my anxiety would go even higher.

I feel like this affect my GPA a ton, and my peers GPA's as well

The plus and minus grading system is something that other schools have, and that causes a lot of students to come to the university. It will effect more people negatively than positively in both trying in classes and the GPA received. PLEASE DON'T DO THIS.

I see the advantage for students with lower grades, however I think it is highly unfair to students who perform well. There are many teachers who will not even award 95+ grades, thus making us less competitive in the job market/applying for graduate school as high 3.8/4.0 GPAs will be unattainable.

If we want to refer to ourself as Idaho's leading academic public university and have supporting examples for the claim such as a high average GPA, switching to a grading system that would effectively lower many students GPA's and in hand the all-university average is not a smart move.

I believe the plus/minus grading system will ruin everyone's GPA's and make it even more difficult to do well in school. I hate this system.

please no

I think this system will really mess with a lot of students GPA. I am very against this system and believe it doesn't represent the students hard work very well.

Please don't

Do not do it.

Do not change the grading system at u of I

Please don't make this change!

This will only hurt the students who work extremely hard to receive A's in classes. It's much too difficult to earn above a 95% (or whatever the cut off would be for an 4.0) in every class. This may seem cool to those who receive lower GPAs but it is not fair to the students who work so hard to earn 4.0s every semester.

PLEASE DON'T CHANGE THIS!!!!

This is a horrible idea.

No...please no...who would want this...what terrible person would desire such an atrocity

I am strongly opposed to a switch in the grading system.

=NO

College students already try there hardest to get As and Bs in their course work. I feel that changing the grading system to a plus/minus grading system might do more harm than good. There are excellent students taking hard classes that receive a low A in some courses. Why hurt their GPA when receiving an A in a course was so hard to begin with. I can see this doing more harm than good to student's GPAs. Sure, it would make it easier to transfer, but for everyone else this just adds to the stress of doing well in school and maintaining a high GPA for scholarships and/or grants.

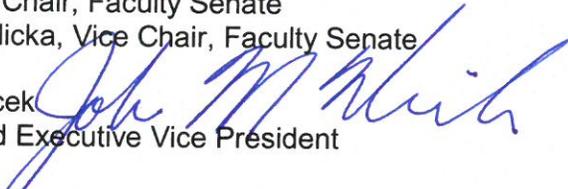
The UI should not be spending so much time on this issue. it is not a large issue and by statistical evaluation they would find that it will help roughly 50% of the students and hurt roughly 50% of the students. If this were the reverse topic where we were switching to a plus/minus we would have the exact same argument on both sides. Work on things that are going to make U of I stand out to students, not these superficial things that by evaluation can neither help or hurt the student body.

I do not agree with the proposed change to move to a plus minus system. If we are going to boast about being the leading research and academic institution in the state, our overall GPA should be able to reflect it. This would serve as a hindrance to that effort. It would be another obstacle in front of our effort as a University to increase enrollment because a plus/minus system would be a turn off. In this situation: Cons>Pros.

Provost and Executive Vice President

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Moscow, ID 83844-3152Phone: 208-885-6448
Fax : 208-885-6558
provost@uidaho.edu
www.provost.uidaho.edu**MEMORANDUM**

TO: Liz Brandt, Chair, Faculty Senate
Patrick Hrdlicka, Vice Chair, Faculty Senate

FROM: John Wiencek 
Provost and Executive Vice President

DATE: April 24, 2017

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 2018-19.

Last Name	First Name	Department	Term
Abatzoglou	John	Geography	AY 18-19
Baker-Eveleth	Lori	Business	AY 18-19
Becker	Devin	Library	½ fiscal yr.
Cohen	Rajal	Psychology & Communication	Fall 2018
Cosens	Barbara	LAW	AY 18-19
Gessler	Paul	Dept. of Forest, Range and Fire Sci.	Fall 2018
Jackson	Russell	Psychology & Communication	AY 18-19
Kolden	Crystal	Forest, Range. & Fire	AY 18-19
Krings	Axel	Computer Science	AY 18-19
Lawrence	Torrey	Music	Fall 2018
Marshall	Anne	Architecture	AY 18-19
Nagler	James	Biological Sciences	Fall 2018
Ostrom	Lee	Engineering	Fall 2018
Pilgeram	Ryanne	Sociology & Anthro	Fall 2018
Ryu	Dojin	Food Science	Fall 2018
Sanders	Shaakirrah	LAW	AY 18-19
Sappington	Robert Lee	Sociology & Anthro	Spring 2019

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

TO: GPSA President
 FROM: Ann Thompson, Assistant to the Faculty Secretary
 SUBJECT: Student Vacancies on University Level Committees
 DATE: February 6, 2017

The below university-level committees have vacancies this fall for graduate students along with those whose term continues. GPSA should solicit and nominate members to fill vacancies and verify the accuracy of those listed. Please return the below to annat@uidaho.edu providing updates (name, address, phone number, email) using redline-track changes.

The function statement for each committee can be found <http://www.webpages.uidaho.edu/fsh/1640.html>

I also call your attention to the fact that there are qualifications listed in red which must be met or followed.

Committee Name	Title/Qualification	Name	Dept.	Email
10 Americans with Disabilities Act Advisory Committee	Student	Sabreena Nasrin	Civil Engr	nasr2701@vandals.uidaho.edu
Faculty Senate	Student	Olaniyi Arowojolu	Civil Engr	arow2573@vandals.uidaho.edu
Graduate Council	Student	Esmael Alyami		alya7030@vandals.uidaho.edu
Graduate Council (Must submit names to Grad Studies, Kathy Duke 885-5244 or, Kathy will forward those approved to this office.)	Student	Fahmid Tousif		tous9485@vandals.uidaho.edu
60 Library Affairs	Student	Olivier Bizimana		bizi7532@vandals.uidaho.edu
76 Safety & Loss Control	Student	Fahmid Tousif		tous9485@vandals.uidaho.edu
83 Student Appeals Committee	Student	To be filled fall		
87 Teaching & Advising (graduate or undergraduate – please work with ASUI)(will you work with ASUI this year since GPSA served this last year?) yes 2016 - ASUI	Grad/undergrad	ASUI		
58 Ubuntu (GPSA & SBA work to fill)(will GPSA have rep this year since SBA had this past year)	Student	Sabreena Nasrin		nasr2701@vandals.uidaho.edu
20 Univ. Budget & Finance	Student	Ayobami Adegbite	Natural Resources	adeg6477@vandals.uidaho.edu
91 University Curriculum Committee	Student	Esmael Alyami		alya7030@vandals.uidaho.edu
93 Student Disciplinary Review Board	Student	Humayun Kabir	Chemistry	kabi4669@vandals.uidaho.edu
95- Univ. Security & Compliance Comm.	Student	Olivier Bizimana	Computer Science	bizi7532@vandals.uidaho.edu

DO NOT REVISE ABOVE TABLE. This office does not need other committees GPSA is involved in, only those that fall under the realm of Faculty Senate.

DRAFT: April 21, 2017

RESOLUTION
by the Faculty Senate
of the University of Idaho

WHEREAS the University of Idaho Faculty Senate is empowered to act for the university faculty in all matters pertaining to the immediate government of the university;

WHEREAS members of the faculty have raised concerns about the decline in the number of classrooms available for instructional purposes;

WHEREAS the Registrar's Office confirms that since 2008, the Moscow campus has experienced a net loss of 46 general-use classrooms, containing 1,416 seats;

WHEREAS many of these classrooms have been converted to administrative offices or become department-controlled rooms, unavailable for scheduling by the Registrar's Office;

WHEREAS to achieve the enrollment goals outlined in the University's strategic plan, the Moscow campus must provide sufficient classrooms to accommodate current and future students;

THEREFORE BE IT RESOLVED that the Faculty Senate calls upon the Provost/Executive Vice President and Vice President of Infrastructure to impose a moratorium on conversion of general-use classrooms to non-instructional purposes until such space can be replaced in comparable configurations;

BE IT FURTHER RESOLVED that the Faculty Senate directs the Facilities Scheduling Policy Committee to exercise its duties, as outlined in Section 1640.40 of the *Faculty-Staff Handbook*, and to assert the faculty's intent to protect, expand and enhance instructional spaces.

BE IT FURTHER RESOLVED that the chair of the Facilities Scheduling Policy Committee be directed to report to the Faculty Senate on this issue no later than the fourth Senate meeting of the 2017-2018 academic year.

BE IT FURTHER RESOLVED that the Faculty Secretary shall send copies of this resolution to the President, Provost, vice presidents, deans and Facilities Management staff.

ADOPTED this 25th day of April, 2017.

Signed:

Attest:

Elizabeth Brandt, Chair of the Senate

Donald Crowley, Faculty Secretary

Lost Classrooms since 2008

Room	Capacity	Desc	notes
AAS 103	25	MAC Lab	no longer lab, hope to get back after 201620
A&A 109	39	CAA/GRAD STUDENT OFFICES	
ALB 203	37	Department Classrm	Gen classroom cap. 18. Went to Department 12/14/15
NICC 202	36	DEPARTMENTAL CLASSROOM/CV	
NICC 206	28	DEPARTMENTAL CLASSROOM	
NICC 208	33	CLASS Videoconferencing Room	
NICC 012	38	GENERAL CLASSROOM	
Admin 204	45	BUDGET OFFICE/FINANCE & ADMIN	Cap. 36 as office. Changed 4/27/2010
Admin 206	38	OFFICE	
Admin 208	35	OFFICE	
Admin 306	32	FINANCE ADMIN/AUDITOR'S OFFICE	
Admin 328	20	GENERAL CLASSROOM	Changed to Office Space
Admin 332	36	GENERAL CLASSROOM	Changed to Office Space
Admin 334	31	GENERAL CLASSROOM	Changed to Office Space
Ag Sci 138	24	DEPT MUSEUM	
Ag Sci 141	36	ENTOMOLOGY TEACHING LAB	
Ag Sci 304	51	STUDY ROOM	Off Line 3/6/2007 - ISI current occupant - approximate seating 51 after remodel would have occurred
Ag Sci 323	28	PSES DEPARTMENTAL CLASSROOM	
Ag Sci 339	40	PSES DEPT CLASS LAB-MM	
BEL 204	12	DEPT CLASSROOM	
BEL G02	40	DEPT CLASSROOM	
ED 204	11	DEPARTMENTAL SPACE	Old Education Building - Rm was Offline 6/29/2007
ED 408	40	DEPARTMENTAL CLASSROOM	Old Education Building - Became departmental 2/25/2013
ED 504	12	DEPARTMENTAL CLASSROOM	Old Education Building - Became departmental 10/27/2008
ED 505	10	DEPARTMENTAL CLASSROOM	Old Education Building - Became departmental 10/27/2008
EP 205	30	CV/OUTREACH CLASSROOM	
EP 202	35	GENERAL CLASSROOM	Now Video Conference for CS, lmtd Use
EP 204	35	GENERAL CLASSROOM	Now Video Conference, lmtd Use
Food Res Ctr 201	27	Office Space	Off Line 2/9/2012
GJ 115	29	ME Advanced CAD Lab	Since 7/5/2013
GJ 116	30	DEPARTMENTAL OFFICE	General Classroom until 4/27/2006 (office as of 9/8/2006)
JEB 002	28	DEPARTMENTAL SPACE/SUMMR '07	
JEB 126	43	ENGR ADVISING SUITE	
JML 042	49	DEPARTMENTAL CLASSROOM	
JML 044	24	DEPARTMENTAL CLASSROOM	
MGYM B02	32	CLASS LABORATORY	
MGYM B03	32	DEPARTMENTAL CLASSROOM	
Morrill 214	15	WATER OF THE WEST OFFICE	
Morrill 302	41	DEPARTMENTAL OFFICE SPACE	
PEB 200	30	DEPARTMENTAL CLASSROOM	
PEB 201	48	DEPARTMENTAL CLASSROOM	
REN 053	60	DEPARTMENTAL CLASSROOM	
Shoup 207	29	CONFERENCE ROOM/COMM	
TLC 141	33	GENERAL CLASSROOM	Navitas use beginning 201710
TLC 145	32	GENERAL CLASSROOM	Navitas use beginning 201710
TLC 146	38	GENERAL CLASSROOM	Navitas use beginning 201710
LLC 135	42	IPO Office Space	
LLC 136	33	IPO Office Space	
Wallace BSMT	40	GENERAL CLASSROOM-MM	

TLC 228	33	MULTICULTURAL STUDENT LOUNGE	Cap 24 as lounge, stopped being Gen Classrm 5/2/2006
BPC Office	10	Deceo Center Office	ED/RO refurbished for DECEO Center offices
BPC 140 (Sawtooth)	10	Conference Room	Loaned to food service for a year, not returned to RO
Total Seats Lost	1665		
Gains			
NICC 206	26	Departmental Classroom	transition to Univeristy Classroom with loss of NICC 012
ED 141	82	New Education General Classroom	
ED 243	30	New Education General Classroom	
ED 441	45	New Education General Classroom	Teal Classroom
ED 442	36	New Education General Classroom	room shared with Education
ED 443	30	New Education General Classroom	
Total Seats Gained	249		
Total Lost number of Seats	1416		
Total number of classrooms	46		

ADMINISTRATION BUILDING
Classrooms converted to offices
(since 2000)

Second Floor

AD 203	Political science seminar room	IRA/IEA (now Tribal Relations)
AD 204	Regular classroom	Budget Office
AD 208	Regular classroom	Trio/CAMP (now IEA)
AD 210	Regular classroom	DF/Business Systems

Third Floor

AD 306	Regular classroom	Internal Audit
AD 332	Regular classroom	CLASS history/philosophy TAs*
AD 334	Regular classroom	CLASS faculty/TAs*

* Displaced from Morrill Hall

April 22, 2017

General Classrooms (107 Total)

AD (001)	221 (24 MACs) 225 (23 PCs) 227 (40T-MM) 301 (37) 307 (37) 317 (47-MM) N 326 (40 MM) N 336 (45-MM) N	JEB (028)	005 Storage Room 104 (293-MM) 121 (36) <i>MLM</i> 221 (33) 328 (36-MM) N
AGSC (025)	106 (358-MM) 204 (51-MM) N	LIFE (019)	163 (48-MM) 277 (120T-MM)
ALB (424)	009 (15) conference 101 (79T-MM) 102 (79T-MM) 112 (29T-MM) 201 (68T-MM) 202 (29T-MM) 204 (60T-MM) 212 (29T-MM) 335 (35T-MM)	MCCL (110)	209 (74T-MM) 214A (24 PCs) 115 (22T) 117 (22T) 311 (13T) conference 315 (18T) 411 (14T) 415 (16T)
AAS	103 (ML as of Fall '17)	MINES (038)	212 (25T) 214 (24T) 217 (24T) 219 (25T) 306 (44T)
BEL (054)	116 (16-ML) 118 (16) 205 (40-MM) N 346 (28T)	NICCOL (030)	006 (64-MM) 206 (as of Fall '17) 301 (79-MM)
BPC (020)	040A (30-TEAL)	REN (047)	111 (219-dual MM) 112 (219-dual MM) 125 (110T-dual MM) NT 126 (110T-dual MM) NT 127 (69-MM) 129 (20) 132 (21)
CNR (055)	010 (80-MM) 209 (46T)	SHOUP (041)	101 (12 PCs) 307 (26T - AFROTC TR)
ED (835)	141 (82-MM) 243 (35-MM) 441 (45-TEAL) 442 (36-MM - Shared w/ ED) 443 (35-MM)	LLC (543)	132 (31) -Snake River Room 133 (37) Core/Trout Room 144 (37) Core/Star Garnet Room Housing schedules LLC after 5:00 pm
EP (111)	122 (140T-MM) 202 (35T-VC) 204 (35T-VC) 209 (30T) <i>MLM</i> 214 (56T-MM) 216 (56T-MM - WWAMI TR)		

ML = Media Light
MM = Multimedia
VC = Video Conferencing
TEAL = Tech Enhanced Active Learning

T = Tables
VR = Video Recording Capability
N = Nodes, NT = Nodes at Tables
Italics = renovated and/or new furniture

TLC – Ground Floor/Sloped floors

TLC (678)	022 (66-MM) Movlbl Tbls 023 (36-MM) Movlbl Tabarm N 028 (75-MM) Fxd Tabarm 029 (84-MM) Fxd Tabarm 030 (84-MM) Fxd Tabarm 031 (86-MM) Fxd Tabarm 032 (87-MM) Fxd Tabarm 040 (137-MM) Fxd Tabarm 041 (72-MM) Fxd Tabarm 044 (70-MM) Fxd Tabarm 045 (70-MM) Fxd Tabarm 046 (84-MM) Fxd Tabarm 047 (84-MM) Fxd Tabarm 050 (35-MM) Mvbl Tabarm (VR) 051 (35-MM) Mvbl Tabarm (VR)
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TLC – First Floor/Flat Floors

TLC (678)	122 (68-MM) Mvbl Tbls 123 (32 PCs) 139 (29-MM) Mvbl Tabarm 140 (29-MM) Mvbl Tabarm 141 (33-MM) Mvbl Tabarm 144 (24-MM) Mvbl Tabarm (VR) 145 (32-MM) Mvbl Tabarm 146 (38-MM) Mvbl Tabarm 147 (38-MM) Mvbl Tabarm 148 (38-MM) Mvbl Tabarm 149 (40-MM) Mvbl Tabarm
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lose F'17 -

TLC – Second Floor/Flat Floors

TLC	222 (67-MM) Mvbl Tbls 223 (45-MM) Mvbl Tbls 241 (28-MM) Mvbl Tbls 244 (27-MM) Mvbl Tabarm (VR) 245 (27-MM) Mvbl Tabarm (VR) 246 (24-MM) Mvbl Tbls 247 (28-MM) Movlbl Tabarm N 248 (34-MM) Mvbl Tabarm 249 (49-MM) Mvbl Tabarm
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Total seats in TLC – 1835**Total Classrooms in TLC – 35**

Wireless Mics: 022, 040, 122, & 222
Wired Mics: 050, 051, 144, 244, 245
AV Recording: 144, 244, 245, 050 & 051
COMM priority: 050, 051, 244, 245
USB Thumb Drive Recorders: 050, 051, 244, 245

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #25

**3:30 p.m. - Tuesday, April 18, 2017
Paul J. Joyce Faculty-Staff Lounge & Skype for Business
Order of Business**

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #24, April 11, 2017 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

Committee on Committees (vote)

- Appointments 2017-2020 (vote) (Hrdlicka)
- **FS-17-074:** FSH 1640.90 - General Education Assessment Committee (Bird)
- **FS-17-075:** FSH 1640.20 - University Budget & Finance (Hrdlicka)

VII. Special Orders.

- Spring 2017 Graduates

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #24
Committee Nominees
FS-17-074, 075
Spring 2017 Graduates

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #24, Tuesday, April 11, 2017

Present: Anderson (Mike), Anderson (Miranda), Barbour, Brandt, Caplan, Chung, Crowley (w/o vote), Folwell, Foster, Godfrey (Coeur d'Alene), Ostrom (Idaho Falls), Hrdlicka, Johnson, Markuson, Morrison, Nicotra, Pregitzer, Vella, Wiencek (w/o vote), Wilson, Wright. **Absent:** Adekanmbi, Boschetti, Brewick, Brown, Donohoe, Fisher, Payant, Sixtos. **Guests:** 11

The Chair called meeting #24 to order at 3:30 pm. A motion (Folwell/Chung) to approve the minutes from the April 4th meeting passed without objection.

Chair's Report: Chair Brandt started to congratulate the Senate for completing all college elections for next year's Senate, but then had to recant when it was discerned that several colleges had not completed the election process. She expressed hope that all colleges will complete their elections before the April 15th deadline.

The Chair also tried to organize a potluck dinner for May 8th, but when it was pointed out was that the Coeur d'Alene graduation was that evening she stated that she would go back to the drawing board. Stay tuned. [N.B. Potluck will be May 2nd]

Chair Brandt announced that the University Faculty Meeting is scheduled for May 2nd at 3:00 in the Vandal Ballroom. Please make sure this is on your and your constituents' calendars.

Provost's Report: Provost Wiencek reported on meetings with the Program Prioritization workgroups. They have agreed to make changes based on feedback to align the process more clearly with the strategic plan. The Provost felt most participants thought the process was moving in the right direction, but more clarity was needed. Three criteria have been identified. Two of the three criteria will be uniformly applied to all units. The first focuses on impact and essentiality. A tool is being developed to measure these criteria. The other involves a measure of institutional investment. The final criterion (contributions to the strategic plan) will allow units to choose different metrics. The workgroups are still working on improving the metrics. The Provost felt that the workgroups are moving closer to finalizing the process.

The Provost reported on ongoing searches. The internal search committee for a dean of the College of Graduate Studies has interviewed four candidates. The feedback has been received and he expects to make an announcement in the near future. The search for a Vice Provost for Academic Initiatives is still in progress and candidates for this position will be visiting campus in the next few weeks. The Provost also encouraged applications for a replacement for Professor Kenton Bird as Director of General Education.

A Senator suggested to the Provost that it would be helpful to provide more guidance in determining what sub-categories non-academic units should be placed. The Provost stated that they were reaching out to units to help determine this. The Senator wondered if a more detailed narrative description of the areas was available. The Provost stated that units should engage in a discussion to determine what sub-category provides the best fit if they are unsure.

The Provost was also asked when UBFC decisions on proposals would be made public. The Provost stated that final decisions could not be made since it was still unclear what resources were available. For instance, a final decision on tuition hasn't been made as enrollment is still unclear. Thus, it will be at least a month until these decisions are made and made public.

FS-17-068 (UCC-17-027): Architecture in Boise. Chair Brandt invited former Senate Chair Randall Teal and Professor Diane Armpriest to discuss this proposal. Professor Teal explained that this is a proposal to provide the first two years of the architecture program in Boise. The UI is the only school in Idaho accredited to provide a professional architecture degree. Boise is a good area for expansion due to the number of architectural firms in the area. The State Board has suggested that the program be expanded into the Boise area. Offering the first two years in Boise is a good way to expand the program and to test the market in that area. A Senator expressed surprise that the estimated number of students wasn't larger. Professor Teal suggested that they had kept the estimated numbers modest and this would have to be evaluated after three years. There is also a limited amount of space currently available in Boise. If the numbers in Boise really increase, then we might need to look at a complete parallel program in Boise.

Senators asked about funding from the university and whether this had gone through UBFC. The Provost stated that funds were available through central funding. This funding had been embedded in a Provost Office request to UBFC, although the committee might not have been fully aware of it. The request included funds for new academic initiatives to fund on a trial basis. In response to a question as to why the UBFC had not been more directly involved, the Provost suggested that the request was not for permanent funds. He stated that it would be handled as part of existing funds available in the Provost Office.

Professor Teal was also asked why a previous program offered by Boise State had not succeeded. Professor Teal suggested that the BSU program was offered by the Art Department and wasn't really equipped to offer an Architecture program. Also, the program was offered during the economic downturn. A Senator wondered whether the proposed two faculty were really sufficient to offer the program. Professor Teal answered that the two faculty who would be teaching were very experienced in offering the foundation courses. Plus, Boise has a lot of people who could offer courses as adjuncts.

There were other questions raised as to whether the proposed budget was sufficient, whether the faculty salaries were at market, and whether the program enhanced our desire to reach Carnegie R1 status. Several Senators expressed the sentiment that this program would ultimately be a success. The Provost noted that obtaining R1 status was aspirational, but that our real goal was to expand research opportunities and terminal degrees. There were also concerns raised about past problems with program expansion in Boise. The Provost noted that the SBOE had changed its philosophy. If a program was within the core responsibilities of an institution, there was an obligation to offer the program around the state. The proposal passed without objection.

FS-17-069 (UCC-17-036a) CNR: Environmental Education and Science Communication (name change).

Chair Brandt introduced Professor Lee Vierling to discuss this proposed change. This proposal renames a graduate certificate program offered in McCall. The previous name was Environmental Education. After adding a new faculty member in McCall, the program has been expanded into science communication. This program appeals to teachers as well as those interested in natural resource communication. The proposal passed without objection.

FS-17-070 (UCC-17-036a) CNR: New MNR Option.

Chair Brandt introduced Professor Karla Eitel from McCall to join Professor Vierling. In addition to the certificate program (discussed above) they are also proposing a Masters in Natural Resources to be offered in McCall. The program is designed to be completed within a year. A Senator asked what might happen if a student failed a course. Professor Vierling stated that they would consider offering a student an option, or they would have to retake the course the next year. A Senator asked about the student fees. Professor Vierling stated that the McCall program was fully self-supporting and the fees applied to this program. If a student added courses outside

the program, they would need to pay the additional cost. Asked if they had considered courses outside the program (like through distance), Professor Vierling stated that this is probably something they should consider, especially as an option if someone could not complete a course. This proposal passed unanimously.

FS-17-071 (UCC-17-038) CNR: Discontinue Restoration Ecology Certificate. Chair Brant introduced Professor Karen Launchbaugh to discuss the discontinuation of this graduate certificate. Professor Launchbaugh explained that the certificate was being discontinued due to small student enrollment and because one of the primary faculty members in the program had retired. There are also other options that students within the program can consider as a replacement. The proposal passed unanimously.

FS-17-073 (UCC-17-042) Regulation J-3. These were minor additions to the Humanities and Senior Experience courses in general education. The proposal passed unanimously.

Athletics: Chair Brandt invited Vice President for Finance Brian Foisy to discuss the UI's request to the SBOE regarding the deficit in the Athletic Department. Trina Mahoney from the Budget Office joined Mr. Foisy.

Vice President Foisy stated that he wanted to be clear that he was at Senate to explain the request to the SBOE, not to defend the role of athletics on campus.

Mr. Foisy explained that the UI can expend unrestricted funds on any program on campus except for athletics. For athletics, the amount of unrestricted funds that can be expended is capped by the SBOE. This cap is currently at \$950,000. Since the Athletic Department was going to run a deficit of approximately \$ 1 million, it is necessary to request the Board to raise the cap. Originally, the proposal was to raise the cap for the next four years. Mr. Foisy stated that the current athletic budget was around \$15 million. The Athletic Department met about 50% of this budget through program revenue, the other half coming from general education funds and student fees. Vice President Foisy emphasized that the Athletic Department was not unique in being subsidized by general education funds. This was typical of virtually all programs on campus. The purpose of the request to the SBOE was to give the Athletic Department time to correct its budget while it adjusted to the change to FCS (Football Championship Sub-division). The only way to avoid a deficit is to ask the Board for a waiver of the cap.

Chair Brandt thanked Vice President Foisy for being candid about the Athletic Department funding. She added that part of the frustration he might have sensed in the room was because in the past the Athletic Department had not been transparent about its budget. She stated that in previous discussions the Athletic Department had insisted that they were profitable and now they are asking for a bail-out. A Senator asked if the proposal to the SBOE provided a plan that showed how we would be doing things in a different manner. Mr. Foisy acknowledged that the Athletic Department would have to do things differently. Some budgetary items were unknown, since the UI had not yet entered FCS. Would ticket sales go up or down? Although travel costs would probably go down from playing a more regional schedule we would lose revenue from some high-profile football games.

The Faculty Secretary asked for a clarification of whether the request to raise the cap by a million was for each of the next four years. Mr. Foisy explained that the request had been for four years, but he would not be surprised if the SBOE was uncomfortable with a four-year request.

The Vice-Chair wondered why, if only a small number of schools could make a profit from athletics, did universities offer athletics? Are there market analyses that suggest there is a value in the public relations

that athletics provides? Vice-President Foisy stated that he thought there were reasons to believe that it was a reasonable investment. He felt that athletics could have a positive effect in both student enrollment and in donations to the University. A student athlete brings other students with them. Several Senators wondered if this was different than students in other programs. Mr. Foisy suggested that it probably wasn't, but these other programs were also being subsidized. He also said he would not use the term profitable to describe athletics or any of our programs.

A Senator thanked V.P. Foisy for bringing transparency to the athletic budget. However, he suggested that there was a good reason why the SBOE treated the Athletic Department differently in terms of the use of unrestricted funds. This, he suggested, was because the athletics wasn't covered under the Morrill Act. Entertainment is not like other programs of higher education. Beyond this, the Senator felt that the Athletic Department wasn't always treated like other departments. Requests for coaching vacancies are automatically filled, which is not the same as in other programs. The Senator asked if the Athletic Department would be going through the Prioritization Program? If it does he suggested that athletics should be ranked low since it is not central to our mission and its return on investment is not high. Vice President Foisy responded that he hoped the athletic program would go through the prioritization process. He did not intend to treat the athletic program differently in terms of staffing requests.

A Senator asked where the money to cover the deficit in the Athletic Department would come from if the Board agreed to grant the waiver. Do we have that much money in reserve? Would the funds be taken from other programs? Vice President Foisy stated that we did have the money in reserve. About 2/3 of the university's reserves are held by the colleges and the Provost Office. These funds would not be touched for this purpose. He said there was another \$14 million held in the central institutional reserve. Central reserve funds are held at the discretion of the President. If the cap on the use of unrestricted funds for athletics is waived by the Board, the funds to cover the deficit will come from this central reserve.

A Senator suggested that the longer we wait to solve this problem, the more our credibility will be harmed. A structural deficit cannot be solved without the infusion of discretionary funds. In order to restore our credibility, we will need to cover the athletic deficit by using our reserves while the structural deficit is being resolved.

Adjournment: With the Senate already being past its normal adjournment time, the Chair accepted a motion (Foster/Folwell) to adjourn at 5:10.

Respectfully submitted,

Don Crowley, Faculty Secretary and
Secretary to the Faculty Senate



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 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 April 7, 2017
 (Please see FSH 1460 C) Name Date
Telephone & Email: 885-4947, kbird@uidaho.edu

Policy Sponsor: (If different than originator.) Patrick Hrdlicka, 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.
These changes would modify the functions of the General Education Assessment Committee to better reflect the committee's duties and responsibilities. In addition, GEAC would be expected to report periodically to its parent committee, UCGE. Finally, the ex-officio membership of the Director of Institutional Effectiveness and Accreditation is amended to reflect the new title of the Office of Institutional Research.

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)
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1640.90
GENERAL EDUCATION ASSESSMENT COMMITTEE
[created July 2015]
Proposed Amendments, April 2017

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~~ Effectiveness and Accreditation, or designee, will provide coordination and leadership.

A-2. The GEAC ~~meets to norm and score assessment artifacts~~ is charged with coordinating assessment of General Education.

A-2-a. GEAC will have primary responsibility for assessing the Integrative Studies segment of the General Education curriculum: ~~ISEM 101, ISEM 301~~ and the Senior Experience through direct, indirect and face-to-face measures.

A-2-b. Working with University of Idaho members of the State Board of Education's General Education Task Force, GEAC will annually assess a representative sample of General Education Matriculation (GEM) courses.

A-2-c. The committee will, ~~and to~~ review assessment findings, report regularly to UCGE, and make recommendations based on its findings to UCGE as well as to instructors who teach General Education courses.

[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 ten members as follows: Director of General Education as Chair, Director of Institutional ~~Research and Assessment~~ Effectiveness and Accreditation, or designee, one UCGE member, two undergraduate students, and five members (faculty/staff, the majority of the members must be faculty) to include one with interdisciplinary experience and the remaining 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. In consultation with the chair of UCGE, ~~the~~ Director of General Education is responsible for the selection of committee members. [rev. 7-16]

UI FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

January 2017

1640.20**UNIVERSITY BUDGET AND FINANCE COMMITTEE***[created January 2005; replacing previous Institutional Planning and Budget Advisory 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 to the senate. *[ed. 7-06, rev. 2-11, 7-15]*

C. STRUCTURE AND MEMBERSHIP. The committee is composed of ~~193~~ voting members, plus ~~43~~ nonvoting members. The voting members will consist of ~~seven-eleven~~ faculty, ~~four-ten~~ selected by Committee on Committees ~~(preferably, one faculty member from each academic college and one representative from faculty-at-large), and three-one~~ Senators elected from the Faculty Senate; ~~Three-five~~ staff, ~~(not associated with the university financial or budget offices)~~ one from each vice presidential area elected/nominated by Staff Council; and ~~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) member~~ship~~ includes: Provost and Executive Vice President, Vice President for Finance, and Budget Director/Office representative, ~~Director of Institutional Research and Assessment~~. *[rev. 2-11, 7-15, 7-16]*

The committee's chair will be selected by the Committee on Committees from one of the ~~seven-eleven~~ 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, 7-16]*

Appointed by Committees

Alternate

2 Academic Hearing Board					
472	Warner, Mark	Soc/Anth/JS/1110	885-5954	mwarn@uidaho.edu	<input type="checkbox"/>
719	Becker, Hydee	FCS/3183	5-4134	hydeeb@uidaho.edu	<input type="checkbox"/>
4 Academic Petitions Committee					
506	Bennett, Denise	JAMM/3178	5-7460	deniseb@uidaho.edu	<input type="checkbox"/>
435	Nielsen, Mark	Math/1103	885-6269	markn@uidaho.edu	<input type="checkbox"/>
6 Administrative Hearing Board					
786	Etheredge, Stacy	Law/Boise 2324		stacye@uidaho.edu	<input type="checkbox"/>
8 Admissions Committee					
408	He, Brian B.	Bio.&Ag. Engr./2060	885-7435	bhe@uidaho.edu	<input type="checkbox"/>
10 Americans with Disabilities Act Advisory Committee					
433	Smith, Rochelle	Library/2350	885-7850	rsmith@uidaho.edu	<input type="checkbox"/>
46 Arts Committee					
700	Dandurand, Louise-Marie	PSES 2339	5-6080	lmd@uidaho.edu	<input type="checkbox"/>
18 Borah Foundation Committee					
635	Haltinner, Kristin	Soc.&Anthr./1110	5-8079	khaltinner@uidaho.edu	<input type="checkbox"/>
286	Gregson, James	ACTE/3080	885-6773	jgregson@uidaho.edu	<input type="checkbox"/>
690	Sugawara-Beda, Nishiki	Art & Design 2471	5-6851	nishiki@uidaho.edu	<input type="checkbox"/>
22 Campus Planning Advisory Committee					
282	Stone, Bob	Business/3161	885-6788	rstone@uidaho.edu	<input type="checkbox"/>
24 Classified Position Appeal Board					
419	Rauk, Jan	Business/3161	885-0147	jrauk@uidaho.edu	<input type="checkbox"/>
26 Commencement Committee					
771	Roe, Annie J.	FCS/1052	885-1709	aroe@uidaho.edu	<input type="checkbox"/>
623	Hendrix, Beth	Library/2350	5-6066	bhendrix@uidaho.edu	<input type="checkbox"/>
28 Committee on Committees					
693	Zadehghol, Ata	ECE 1023	5-9000	azadehghol@uidaho.edu	<input type="checkbox"/>
720	Choudhury, Samrat	ChemMatEng/1021	5-7085	samrat@uidaho.edu	<input type="checkbox"/>
36 Dismissal Hearings Committee Panels					
373	Hunter, Benjamin A.	Library/2350	885-5858	bhunter@uidaho.edu	<input type="checkbox"/>
78	Hart, Kenneth N.	Ag Ext./Nez Perce	937-2311	khart@uidaho.edu	<input checked="" type="checkbox"/>
770	Pimentel, David	Law/2321	885-7056	dpimentel@uidaho.edu	<input type="checkbox"/>
772	Saxena, Vishal	ECE/1023	885-6870	vsaxena@uidaho.edu	<input checked="" type="checkbox"/>
40 Facilities Scheduling Committee					
760	Bauscher, Rich	Education/Boise	573-1319	rbauscher@uidaho.edu	<input type="checkbox"/>
466	Adams, Anne	C&I/3082	885-5273	aeadams@uidaho.edu	<input type="checkbox"/>
42 Faculty Affairs					
622	Brandt, Elizabeth B.	Law/2321	5-7733	ebrandt@uidaho.edu	<input type="checkbox"/>
768	Kolden, Crystal	FRFS/1133	885-6018	ckolden@uidaho.edu	<input type="checkbox"/>
267	Powell, Madison	Hagerman Exp. Station	837-9096	mpowell@uidaho.edu	<input type="checkbox"/>

Appointed by Committees

Alternate

43 Faculty Appeals Hearing Board

252	Holyoke, Laura	Lead&Counsel/3080	885-7606	holyoke@uidaho.edu	<input type="checkbox"/>
637	Hollingshead, Aleksandra	Curr.&Instr./3082	5-0629	ahollingshead@uidaho.edu	<input type="checkbox"/>
785	Tripepi, Bob	PSES/2339	885-6635	btripepi@uidaho.edu	<input checked="" type="checkbox"/>
648	Scott, Elizabeth	Landscape Arch/2481	364-4571	bscott@uidaho.edu	<input checked="" type="checkbox"/>
655	Yopp, David	Math and C&I/1103	5-6220	dyopp@uidaho.edu	<input checked="" type="checkbox"/>
780	Kennedy, Brian K.	Fish & Wildlife/1136	885-5171	kennedy@uidaho.edu	<input type="checkbox"/>
588	Jackson, Russell	Psychology/3043	885-6261	rjackson@uidaho.edu	<input checked="" type="checkbox"/>

90 General Education Assessment Committee

697	Campbell, Daniel	Education 3080	5-5014	dcampbell@uidaho.edu	<input type="checkbox"/>
642	Meeuf, Russell	JAMM/3178	5-7732	rmeeuf@uidaho.edu	<input type="checkbox"/>

51 Grievance Committee for Student Employee

747	Eum, Koun	Counseling/Testing/3140	5-6716	keum	<input type="checkbox"/>
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53 Honors Program Committee

223	Bathurst, Pamela	Music/4015	885-6714	pamelab@uidaho.edu	<input type="checkbox"/>
462	Johnson-Leung, Jennifer	Math/1103	885-6742	jenfns@uidaho.edu	<input type="checkbox"/>

55 Information Technology Committee

634	Hall, Cassidy	Curr.&Instr./3080	5-9084	cassidyh@uidaho.edu	<input type="checkbox"/>
633	Godfrey, Bruce	Library/2350	292-1407	bgodfrey@uidaho.edu	<input type="checkbox"/>
151	Robberecht, Ronald	Range Resources/1135	885-7404	ronrobb@uidaho.edu	<input type="checkbox"/>

56 Intellectual Property Committee

762	Blevins, Katie	JAMM/3178	885-8873	katieblevins@uidaho.edu	<input type="checkbox"/>
779	Hunter, Sam	IBEST	8856051	shunter@uidaho.edu	<input type="checkbox"/>

60 Library Affairs Committee

658	Tsao, Ling-Ling	Fam. & Con. Sci/3183	885-7321	ltsao@uidaho.edu	<input type="checkbox"/>
109	Locke, Kenneth D.	Psychology/3043	885-6324	klocke@uidaho.edu	<input type="checkbox"/>

64 Officer Education Committee

743	Stoddart, Erin	Library/2350	5-5813	estoddart@uidaho.edu	<input type="checkbox"/>
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66 Parking Committee

412	Jeffery, Clinton	Computer Sci./1010	885-4789	jeffery@uidaho.edu	<input type="checkbox"/>
699	Lin, Amy (Hui-Mei)	Food Science 2312	5-4661	amylin@uidaho.edu	<input type="checkbox"/>

74 Sabbatical Leave Evaluation Committee

522	Kenyon, Jeremy	Library/2350	885-7955	jkenyon@uidaho.edu	<input type="checkbox"/>
464	Miura, Tanya	Biological Sci/3051	885-4940	tmiura@uidaho.edu	<input type="checkbox"/>
769	MacDonald, Tara	English/1102	301-4747	tmacdonald@uidaho.edu	<input type="checkbox"/>

76 Safety and Loss-Control Committee

451	Barton, Benjamin	Psychology/3043	885-6515	barton@uidaho.edu	<input type="checkbox"/>
699	Lin, Amy (Hui-Mei)	Food Science 2312	5-4661	amylin@uidaho.edu	<input type="checkbox"/>
759	Banyl, Monica	Business/Acct./	885-5750	mbanyi@uidaho.edu	<input type="checkbox"/>

77 Scientific Misconduct Committee

588	Jackson, Russell	Psychology/3043	885-6261	rjackson@uidaho.edu	<input type="checkbox"/>
565	Miller, Brant	C&I 3082	885-4077	bgmiller@uidaho.edu	<input type="checkbox"/>

Appointed by Committees

Alternate

83 Student Appeals Committee					
400	Foltz, John	Ag & Life Sci./2336	885-6446	jfoltz@uidaho.edu	<input type="checkbox"/>
93 Student Disciplinary Review Board					
443	Henrich, Kristin J.	Library/2350	885-6514	khenrich@idaho.edu	<input type="checkbox"/>
665	Gaines, Annie	Library 2350	5-9086	againes@uidaho.edu	<input type="checkbox"/>
781	McKnight-Lizotte, Michelle	Lead.Counseling 83854	292-1377	mlizotte@uidaho.edu	<input type="checkbox"/>
84 Student Financial Aid Committee					
203	Putsche, Laura	Soc/Anth/JS/1110	885-6189	putsche@uidaho.edu	<input type="checkbox"/>
764	Chopin, Marc	College Business/	885-6071	mchopin@uidaho.edu	<input type="checkbox"/>
87 Teaching & Advising Committee					
763	Chapman, Erin	Fam.Con.Sci/	885-6789	chapman@uidaho.edu	<input type="checkbox"/>
773	Slater, Christine	IPO/1250	509342510	eslater@uidaho.edu	<input type="checkbox"/>
58 Ubuntu					
783	VanGundy, Sarah	Library/2350	885-7814	vangundy@uidaho.edu	<input type="checkbox"/>
253	Johnson, Janis	English/1102	885-7743	janjohn@uidaho.edu	<input type="checkbox"/>
78	Hart, Kenneth N.	Ag Ext./Nez Perce	937-2311	khart@uidho.edu	<input type="checkbox"/>
20 University Budget & Finance Committee					
766	Halverson, Rachel	Modern Lang/3174	885-8995	rhalverson@uidaho.edu	<input type="checkbox"/>
89 University Committee for General Education					
787	Fletcher, Rick	Chemistry/2343	885-6021	fletcher@uidaho.edu	<input type="checkbox"/>
767	Kim, Jang Ho	FCS/3183	885-6972	janghok@uidaho.edu	<input type="checkbox"/>
431	Smith, Alistair	Forest Resources/1133	885-1009	alistair@uidaho.edu	<input type="checkbox"/>
775	Velte, Ashlyn	Library/2350	885-1545	avelte@uidaho.edu	<input type="checkbox"/>
91 University Curriculum Committee					
271	Baker-Eveleth, Lori	Info Systems/3161	885-5940	leveleth@uidaho.edu	<input type="checkbox"/>
758	Storfer, Dinara	Chemistry/2343	5-7220	storfer@uidaho.edu	<input type="checkbox"/>
765	Foss, Matthew	Theatre Arts 2008	773936284	mfoss@uidaho.edu	<input type="checkbox"/>
94 University Mutli-Campus Communications Committee					
648	Scott, Elizabeth	Landscape Arch/2481	364-4571	bscott@uidaho.edu	<input type="checkbox"/>
788	Ball, Katie	Law/Boise		ktball@uidaho.edu	<input type="checkbox"/>
789	Chen, Lide	Ag Engr/Twin Falls	736-3615	lchen@uidaho.edu	<input type="checkbox"/>
95 University Security & Compliance Committee					
625	Cleveley, Brian	Virtual Tech&Design/2491	885-0236	cbc@uidaho.edu	<input type="checkbox"/>

CoC Appointed by Faculty

				Alternate
Adams, Anne	C&I/3082	885-5273	aeadams@uidaho.edu	
Facilities Scheduling Committee				<input type="checkbox"/>
Baker-Eveleth, Lori	Info Systems/3161	885-5940	leveleth@uidaho.edu	
University Curriculum Committee				<input type="checkbox"/>
Ball, Katie	Law/Boise		ktball@uidaho.edu	
University Mutli-Campus Communications Committee				<input type="checkbox"/>
Banyl, Monica	Business/Acct./	885-5750	mbanyi@uidaho.edu	
Safety and Loss-Control Committee				<input type="checkbox"/>
Barton, Benjamin	Psychology/3043	885-6515	barton@uidaho.edu	
Safety and Loss-Control Committee				<input type="checkbox"/>
Bathurst, Pamela	Music/4015	885-6714	pamelab@uidaho.edu	
Honors Program Committee				<input type="checkbox"/>
Bauscher, Rich	Education/Boise	573-1319	rbauscher@uidaho.edu	
Facilities Scheduling Committee				<input type="checkbox"/>
Becker, Hydee	FCS/3183	5-4134	hydeeb@uidaho.edu	
Academic Hearing Board				<input type="checkbox"/>
Bennett, Denise	JAMM/3178	5-7460	deniseb@uidaho.edu	
Academic Petitions Committee				<input type="checkbox"/>
Blevins, Katie	JAMM/3178	885-8873	katieblevins@uidaho.edu	
Intellectual Property Committee				<input type="checkbox"/>
Brandt, Elizabeth B.	Law/2321	5-7733	ebrandt@uidaho.edu	
Faculty Affairs				<input type="checkbox"/>
Campbell, Daniel	Education 3080	5-5014	dcampbell@uidaho.edu	
General Education Assessment Committee				<input type="checkbox"/>
Chapman, Erin	Fam.Con.Sci/	885-6789	chapman@uidaho.edu	
Teaching & Advising Committee				<input type="checkbox"/>
Chen, Lide	Ag Engr/Twin Falls	736-3615	lchen@uidaho.edu	
University Mutli-Campus Communications Committee				<input type="checkbox"/>
Chopin, Marc	College Business/	885-6071	mchopin@uidaho.edu	
Student Financial Aid Committee				<input type="checkbox"/>
Choudhury, Samrat	ChemMatEng/1021	5-7085	samrat@uidaho.edu	
Committee on Committees				<input type="checkbox"/>
Clevey, Brian	Virtual Tech&Design/2491	885-0236	cbc@uidaho.edu	
University Security & Compliance Committee				<input type="checkbox"/>
Dandurand, Louise-M	PSES 2339	5-6080	lmd@uidaho.edu	
Arts Committee				<input type="checkbox"/>
Etheredge, Stacy	Law/Boise 2324		stacye@uidaho.edu	
Administrative Hearing Board				<input type="checkbox"/>

CoC Appointed by Faculty

				Alternate
Eum, Koun	Counseling/Testing/3140	5-6716	keum	
Grievance Committee for Student Employee				<input type="checkbox"/>
Fletcher, Rick	Chemistry/2343	885-6021	fletcher@uidaho.edu	
University Committee for General Education				<input type="checkbox"/>
Foltz, John	Ag & Life Sci./2336	885-6446	jfoltz@uidaho.edu	
Student Appeals Committee				<input type="checkbox"/>
Foss, Matthew	Theatre Arts 2008	773936284	mfoss@uidaho.edu	
University Curriculum Committee				<input type="checkbox"/>
Gaines, Annie	Library 2350	5-9086	againes@uidaho.edu	
Student Disciplinary Review Board				<input type="checkbox"/>
Godfrey, Bruce	Library/2350	292-1407	bgodfrey@uidaho.edu	
Information Technology Committee				<input type="checkbox"/>
Gregson, James	ACTE/3080	885-6773	jgregson@uidaho.edu	
Borah Foundation Committee				<input type="checkbox"/>
Hall, Cassidy	Curr.&Instr./3080	5-9084	cassidyh@uidaho.edu	
Information Technology Committee				<input type="checkbox"/>
Haltinner, Kristin	Soc.&Anthr./1110	5-8079	khaltinner@uidaho.edu	
Borah Foundation Committee				<input type="checkbox"/>
Halverson, Rachel	Modern Lang/3174	885-8995	rhalverson@uidaho.edu	
University Budget & Finance Committee				<input type="checkbox"/>
Hart, Kenneth N.	Ag Ext./Nez Perce	937-2311	khart@uidho.edu	
Dismissal Hearings Committee Panels				<input checked="" type="checkbox"/>
Ubuntu				<input type="checkbox"/>
He, Brian B.	Bio.&Ag. Engr./2060	885-7435	bhe@uidaho.edu	
Admissions Committee				<input type="checkbox"/>
Hendrix, Beth	Library/2350	5-6066	bhendrix@uidaho.edu	
Commencement Committee				<input type="checkbox"/>
Henrich, Kristin J.	Library/2350	885-6514	khenrich@idaho.edu	
Student Disciplinary Review Board				<input type="checkbox"/>
Hollingshead, Aleksan	Curr.&Instr./3082	5-0629	ahollingshead@uidaho.edu	
Faculty Appeals Hearing Board				<input type="checkbox"/>
Holyoke, Laura	Lead&Counsel/3080	885-7606	holyoke@uidaho.edu	
Faculty Appeals Hearing Board				<input type="checkbox"/>
Hunter, Benjamin A.	Library/2350	885-5858	bhunter@uidaho.edu	
Dismissal Hearings Committee Panels				<input type="checkbox"/>
Hunter, Sam	IBEST	8856051	shunter@uidaho.edu	
Intellectual Property Committee				<input type="checkbox"/>

CoC Appointed by Faculty

				Alternate
Jackson, Russell	Psychology/3043	885-6261	rjackson@uidaho.edu	
Scientific Misconduct Committee				<input type="checkbox"/>
Faculty Appeals Hearing Board				<input checked="" type="checkbox"/>
Jeffery, Clinton	Computer Sci./1010	885-4789	jeffery@uidaho.edu	
Parking Committee				<input type="checkbox"/>
Johnson, Janis	English/1102	885-7743	janjohn@uidaho.edu	
Ubuntu				<input type="checkbox"/>
Johnson-Leung, Jenni	Math/1103	885-6742	jenfns@uidaho.edu	
Honors Program Committee				<input type="checkbox"/>
Kennedy, Brian K.	Fish & Wildlife/1136	885-5171	kennedy@uidaho.edu	
Faculty Appeals Hearing Board				<input type="checkbox"/>
Kenyon, Jeremy	Library/2350	885-7955	jkenyon@uidaho.edu	
Sabbatical Leave Evaluation Committee				<input type="checkbox"/>
Kim, Jang Ho	FCS/3183	885-6972	janghok@uidaho.edu	
University Committee for General Education				<input type="checkbox"/>
Kolden, Crystal	FRFS/1133	885-6018	ckolden@uidaho.edu	
Faculty Affairs				<input type="checkbox"/>
Lin, Amy (Hui-Mei)	Food Science 2312	5-4661	amylin@uidaho.edu	
Safety and Loss-Control Committee				<input type="checkbox"/>
Parking Committee				<input type="checkbox"/>
Locke, Kenneth D.	Psychology/3043	885-6324	klocke@uidaho.edu	
Library Affairs Committee				<input type="checkbox"/>
MacDonald, Tara	English/1102	301-4747	tmacdonald@uidaho.edu	
Sabbatical Leave Evaluation Committee				<input type="checkbox"/>
McKnight-Lizotte, Mic	Lead.Counseling 83854	292-1377	mlizotte@uidaho.edu	
Student Disciplinary Review Board				<input type="checkbox"/>
Meeuf, Russell	JAMM/3178	5-7732	rmeeuf@uidaho.edu	
General Education Assessment Committee				<input type="checkbox"/>
Miller, Brant	C&I 3082	885-4077	bgmiller@uidaho.edu	
Scientific Misconduct Committee				<input type="checkbox"/>
Miura, Tanya	Biological Sci/3051	885-4940	tmiura@uidaho.edu	
Sabbatical Leave Evaluation Committee				<input type="checkbox"/>
Nielsen, Mark	Math/1103	885-6269	markn@uidaho.edu	
Academic Petitions Committee				<input type="checkbox"/>
Pimentel, David	Law/2321	885-7056	dpimentel@uidaho.edu	
Dismissal Hearings Committee Panels				<input type="checkbox"/>
Powell, Madison	Hagerman Exp. Station	837-9096	mpowell@uidaho.edu	
Faculty Affairs				<input type="checkbox"/>

CoC Appointed by Faculty

				Alternate
Putsche, Laura	Soc/Anth/JS/1110	885-6189	putsche@uidaho.edu	
Student Financial Aid Committee				<input type="checkbox"/>
Rauk, Jan	Business/3161	885-0147	jrauk@uidaho.edu	
Classified Position Appeal Board				<input type="checkbox"/>
Robberecht, Ronald	Range Resources/1135	885-7404	ronrobb@uidaho.edu	
Information Technology Committee				<input type="checkbox"/>
Roe, Annie J.	FCS/1052	885-1709	aroe@uidaho.edu	
Commencement Committee				<input type="checkbox"/>
Saxena, Vishal	ECE/1023	885-6870	vsaxena@uidaho.edu	
Dismissal Hearings Committee Panels				<input checked="" type="checkbox"/>
Scott, Elizabeth	Landscape Arch/2481	364-4571	bscott@uidaho.edu	
Faculty Appeals Hearing Board				<input checked="" type="checkbox"/>
University Mutli-Campus Communications Committee				<input type="checkbox"/>
Slater, Christine	IPO/1250	509342510	eslater@uidaho.edu	
Teaching & Advising Committee				<input type="checkbox"/>
Smith, Alistair	Forest Resources/1133	885-1009	alistair@uidaho.edu	
University Committee for General Education				<input type="checkbox"/>
Smith, Rochelle	Library/2350	885-7850	rsmith@uidaho.edu	
Americans with Disabilities Act Advisory Committee				<input type="checkbox"/>
Stoddart, Erin	Library/2350	5-5813	estoddart@uidaho.edu	
Officer Education Committee				<input type="checkbox"/>
Stone, Bob	Business/3161	885-6788	rstone@uidaho.edu	
Campus Planning Advisory Committee				<input type="checkbox"/>
Storfer, Dinara	Chemistry/2343	5-7220	storfer@uidaho.edu	
University Curriculum Committee				<input type="checkbox"/>
Sugawara-Beda, Nishi	Art & Design 2471	5-6851	nishiki@uidaho.edu	
Borah Foundation Committee				<input type="checkbox"/>
Tripepi, Bob	PSES/2339	885-6635	btripepi@uidaho.edu	
Faculty Appeals Hearing Board				<input checked="" type="checkbox"/>
Tsao, Ling-Ling	Fam. & Con. Sci/3183	885-7321	ltsao@uidaho.edu	
Library Affairs Committee				<input type="checkbox"/>
VanGundy, Sarah	Library/2350	885-7814	vangundy@uidaho.edu	
Ubuntu				<input type="checkbox"/>
Velte, Ashlyn	Library/2350	885-1545	avelte@uidaho.edu	
University Committee for General Education				<input type="checkbox"/>
Warner, Mark	Soc/Anth/JS/1110	885-5954	mwarner@uidaho.edu	
Academic Hearing Board				<input type="checkbox"/>
Yopp, David	Math and C&I/1103	5-6220	dyopp@uidaho.edu	
Faculty Appeals Hearing Board				<input checked="" type="checkbox"/>

CoC Appointed by Faculty

Zadehgoi, Ata

ECE 1023

5-9000

azadehgoi@uidaho.edu

Alternate

Committee on Committees

ID	Title	First	Mi	Last	Term	Address	Phone
06-Administrative Hearing Board	Staff	Cindy		Ball	(2018)	Chemistry/2343	5-7697
10-Americans with Disabilities	Staff	Debbie		Lecroix	(2020)	CAES/Idaho Falls	208-533-8153
10-Americans with Disabilities	Staff	Mandi		Coulter	(2019)	PDL/3169	5-2325
18- Borah	Staff	Erin		Rishling	(2018)	IPO/1250	5-6519
18- Borah	Staff	Sara		Mahuron	(2019)	Institutional R/3163	5-5962
22-Campus Planning	Staff	Christopher		Cook	(2020)	Career Service/2534	5-6121
46-Arts	Staff	Kristen		McMullin	(2020)	Academic Adv/2436	5-0700
58-Ubuntu	Staff	Ian		Liebbrandt	(2020)	CALS/2331	5-6684
58-Ubuntu	Staff	Carolyn		Todd	(2018)	Law/2324	5-2157
76-Safety	Staff Council Comm. Rep	Todd		Perry	(2018)	Risk Management/2281	5-7179
20-Budget	Staff	Michael		Hammes	(2020)	CALS/2331	5-7584
20-Budget	Staff	Sacha		Jackson	(2018)	McCall Outdoor Science/1139	208-310-7083
20-Budget	Staff	Mary		George	(2019)	ITS/3155	5-5222
24-Classified Position Appeal Board	Classified Staff	Tammi		Johnson	(2019)	IPO/1250	5-8945
24-Classified Position Appeal Board	Classified Staff	Leah		Knibbe	(2018)	academic support/2537	5-6307
24-Classified Position Appeal Board	Classified Staff (Supervisor)	Sammantha		Green	(2020)	Library/2350	5-6534
24-Classified Position Appeal Board	Classified Staff (Supervisor)	Amy		Norman	(2018)	Advancement/3150	5-9036
51-Grievance for Student Employee	Staff	Kay Dee		Holmes	(2019)	OSP/3020	5-2014
51-Grievance for Student Employee	Staff (Alt.)	Joshua		Peak		Animal Science/2090	5-3526
66-Parking	Staff						
66-Parking	Staff	Jose		Almada	(2019)	ITS/3155	5-2276
66-Parking	Staff	Diane		McGarry	(2018)		
95-Univ. Security & Compliance	Staff Council	Gary		Thompson	(2018)	McCall Outdoor Science School	310-7085
95-Univ. Security & Compliance	Non-Moscow rep (faculty/staff)	John		Rumel	(2019)	Law/2321 (Boise)	5-6423
83-Student Appeal Committee	Staff	Julia		Keleher	(2018)	LGBTQA/	
83-Student Appeal Committee	Staff	Sean		Scoggin	(2019)	Graduate Studies/3019	5-4723
93-Student Disciplinary Review Boar	Staff	Richard		Gayler	(2019)	Office of Research/3020	5-6341
93-Student Disciplinary Review Boar	Staff	Cari		Espenschade	(2018)	LHS of Music/4015	5-6231

	ID	Title	First	Middle	Last	Term	Address
Administrative Hearing Board Americans with Disabilities Act	06	Student	Zachary		Spence		ASUI/2535
Advisory Committee Univ. Budget & Finance	10	Student (undergradual	Delaney		Fitzgerald		ASUI/2535
Commencement Committee	20	Student (ASUI)			filled in fall		ASUI/2535
Committee on Committees	26	Honors Student	Catherine		Yenne		Honors Center/2533
Arts	28	Designee of ASUI Pres	McKenzie		MacDonald		ASUI/2535
Arts	46	Student	Sabrina		Slatterly		
Grievance Comm. for Stud. Empl.	46	Student (ASUI Fine Arts Com. if poss.)			filled in fall		ASUI/2535
Grievance Comm. for Stud. Empl.	51	Student	Cruz		Botello		ASUI/2535
Grievance Comm. for Stud. Empl.	51	Student	Corri		Pierson		ASUI/2535
Grievance Comm. for Stud. Empl. (Alt.)	51	Student (Alt.)					ASUI/2535
Honors Program Committee	53	President/Honors Stu Adv Board			filled in fall		Honors Center/2533
Information Technology Committee	55	Stud.Chair/Stud.Comp.	Jordan		Kizer		ASUI/2535
Ubuntu	58	Student (under-repres)	Cynthia		Ballesteros		ASUI/2535
Ubuntu	58	ASUI Director of Diversity Affairs/designee			filled in fall		ASUI/2535
Library Affairs Committee	60	Undergraduate Studen	Taylor		Azizeh		ASUI/2535
Officer Education	64	Student					ASUI/2535
Officer Education	64	Student Rep. (ROTC)					
Parking	66	Student	Megan		McDevitt		
Parking	66	Student	Nathan		Ulmer		ASUI/2535
Safety & Loss Control	76	ASUI Representative			filled in fall		ASUI/2535
Student Financial Aid	84	Student	Sheridan		Meyer		ASUI/2535
Student Financial Aid	84	Student	Kristin		Nesbitt		ASUI/2535
Teacher Education Coordinating Committee	86	Student (jr. or sr. in ec	Haleigh		Sims-Douglas		
Teacher Education Coordinating Committee	86	Student (jr./sr. childho	Chloe		Muthiora		
Teaching & Advising Committee	87	Student (undergradual	Whitney		Sandberg		
University Committee for General Education	89	Undergraduate Studen	Danny		Bugingo		ASUI/2535
University Committee for General Education	89	Undergraduate Studen	Haleigh		Sims-Douglas		ASUI/2535
General Education Assessment Committe	90	Undergraduate Studen	Bailey		Morris		
General Education Assessment Committe	90	Undergraduate Studen	McKenzie		MacDonald		
University Curriculum Committee	91	Upper-Division Studen	Danny		Bugingo		ASUI/2535
University Curriculum Committee	91	Upper-Division Studen	Catherine		Yenne		ASUI/2535
Student Disciplinary Review Board	93	Student	Kelsy		Briggs		
Student Disciplinary Review Board	93	Student	Olivia		Heersink		ASUI/2535
Student Disciplinary Review Board	93	Student	Dustin		Winston		

Student Disciplinary Review Board	93	Student	Megan	Alexander	ASUI/2535
Student Disciplinary Review Board	93	Student	Michael	Ryan	
University Security & Compliance Committee	95	Undergraduate Student	Bailey	Carpenter	
University Security & Compliance Committee	95	Undergraduate Student	Megan	McCormick	ASUI/2535
Student Appeals Committee	83	Student	Mary Margaret	Sullivan	ASUI/2535
Student Appeals Committee	83	Student	Briggs	Jackson	

University of Idaho
2016-2017 FACULTY SENATE AGENDA

Meeting #24

3:30 p.m. - Tuesday, April 11, 2017
Paul J. Joyce Faculty-Staff Lounge & Skype for Business
Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #23, April 4, 2017 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

University Curriculum Committee

- **FS-17-068** (UCC-17-027): Art & Architecture in Boise (Armpriest/Teal)
- **FS-17-069** (UCC-17-036a) CNR: Environmental Education and Science Communication name change (Vierling)
- **FS-17-070** (UCC-17-036b) CNR: New MNR Option (Vierling/Eitel)
- **FS-17-071** (UCC-17-038) CNR: Discontinue Restoration Ecology Certificate (Launchbaugh)
- **FS-17-073** (UCC-17-042) Regulation J-3 (Bird)

VII. Special Orders.

- Athletics Waiver (Foisy)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #23
FS-17-068 through 071 and 073

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #23, Tuesday, April 4, 2017

Present: Anderson (Mike), Barbour, Boschetti, Brandt, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Fisher, Folwell, Foster, Godfrey (Coeur d'Alene), Ostrom (Idaho Falls), Hrdlicka, Johnson, Markuson, Morrison, Nicotra, Payant, Vella, Wiencek (w/o vote), Wilson, Wright. **Absent:** Adekanmbi, Anderson (Miranda), Brewick, Donohoe, Pregitzer, Sixtos. **Guests:** 7

The Chair called meeting #23 to order at 3:30. A motion (Johnson/Folwell) to approve the minutes from the March 28th meeting passed unanimously.

Chair's Report: Chair Brandt reminded Senators that election of new Senators for next years Senate are due by Friday April 14th. The first meeting of the new Senate will be on May 9th. At that meeting the nominations for Chair and Vice Chair will occur. Usually, a vote for next year's officers occurs at that first meeting after a vote to suspend the rules. Last year nominations occurred at the first meeting although the election was conducted in the next couple of days via email. Colleges wishing to be represented at this meeting must complete their elections in the next couple of weeks.

The Chair noted that the announcement for the Faculty Secretary search is out. She encouraged anyone interested to apply. If there are questions, these should be addressed to Vice-Chair Hrdlicka. The search is scheduled to close on April 10th. There is also an ongoing search for a new Director of General Education. At this point, no applications have been received. The Chair urged anyone interested in that position to apply immediately.

Provost's Report: Provost Wiencek reported that he has been meeting with a number of groups on Program Prioritization. IPEC (Institutional Planning and Effectiveness Committee) has been discussing how to incorporate the feedback they have received. Of the five major concerns raised, the Provost felt that four of them have been addressed by the workgroups. He has also met with department chairs to address their questions and concerns. This morning there was a leadership breakfast which started framing out one of the tools that might be used to determine centrality. The goal continues to be to have this process in place by the beginning of the fiscal year. There is an ongoing search for a new Vice Provost for Academic Initiatives. Phone interviews for this position are occurring this week. There is also an internal search for a dean of the College of Graduate Studies. There are four internal candidates and the search committee is still taking feedback on the candidates.

Referring to a report suggesting that there had been a significant drop in international students applying to the University of California, the Provost was asked to comment on what the situation was at the University of Idaho (UI). The Provost stated that we had entered into a partnership agreement with Navitas to increase our international student enrollment. Navitas had recently dropped their original projections. While the Provost noted that it was too early to tell, he did express concern that the UI might also suffer a drop in international students.

Program Prioritization Senate Workgroup. Chair Brandt commented on the report provided by the senate workgroup. This workgroup was comprised of Senators Nicotra and Wilson along with Chair Brandt, Vice-Chair Hrdlicka and Faculty Secretary Don Crowley. After reading all the comments, this group summarized the 26 pages into the report provided in this week's Senate packet. The report was sent to the prioritization workgroups for their consideration. There were some additional comments that came in later that were included in the packet and will also be forwarded to the workgroups.

A Senator asked if there was a plan to provide responses to those who commented. Chair Brandt responded that most of the comments came through Sli-Do and were anonymous—thus it will not be possible to respond to these comments individually. The Senator expressed the hope that the comments would not go into a dark hole. Chair Brandt assured him that the comments, and the report, had been sent to the prioritization workgroups for their consideration. The prioritization workgroups are in the process of revising the metrics and thus it is still possible to provide feedback.

FS-17-065 (UCC-17-033) CLASS: New Sociology/Anthropology Prefix

FS-17-066 (UCC-17-033a) CLASS: Africana Studies minor. Chair Brandt introduced Professor Kristin Haltinner from the Sociology Department to explain these two proposals. The first proposal seeks to establish a new prefix (AFST) for the proposed new minor in Africana Studies introduced in the second proposal. A Senator wondered why the name of “Africana Studies” was chosen. Professor Haltinner responded that the term referred to the African Diaspora which made it possible to connect to other courses in American Studies. She also suggested that this is the title that many other programs in the country are using, but she is not wedded to the term. Professor Haltinner felt that the program would help students demonstrate that they understand race relations, both nationally and internationally. In response to a question about the need for a new prefix, Professor Haltinner noted that other similar programs have their own prefix. The proposals passed unanimously.

FS-17-067 (UCC-17-039a) Education: Basic Math minor. Chair Brandt introduced Professor Taylor Raney to discuss this proposal. The proposal establishes a new teacher education endorsement for basic mathematics. This proposal is targeted at elementary teachers to develop their understanding of the basic building blocs of math. This will allow the recipient to teach up through Algebra I. The proposal passed unanimously.

FS-17-064: APM 45.35—Unmanned Aircraft Systems. Chair Brandt introduced Dan Lahann from the Research Assurances Offices. Mr. LaHann was invited to discuss changes to the APM involving “unmanned aircraft systems.” FAA regulations allow for commercial use of unmanned aircraft and recent changes reduced the requirements necessary to fly such systems. The biggest change is relaxing of the restrictions on where drones can be employed. Previously the University of Idaho required individuals to have a sports pilot’s license to fly these drones. The new regulations do not require an FAA grant of approval for standard use of an unmanned aircraft system. The changes to APM 45.35 are designed to make university policy consistent with new FAA regulations.

In response to a question as to why UI employees might want to fly a drone, Mr. Lahann said it was primarily for research. He also noted that when individuals request approval to fly drones, the UAS committee takes a look at where they are flying and take privacy considerations into account.

Adjournment: With no new business before the Senate, Chair Brandt accepted a motion (Folwell/Fisher) to adjourn at the unusually early time of 4:03. The motion to adjourn passed unanimously.

Respectfully submitted,

Don Crowley, Faculty Secretary and Secretary to the Faculty Senate

To Whom It May Concern:

The University of Idaho is writing to inform the Idaho State Board of Education of the architecture program's intention to offer the first two years of the B.S. Architecture in Boise beginning Summer 2017.

Expanding architecture offerings to include the first two years of architectural education in Boise is done to: make architecture more accessible to students across the state of Idaho; build a critical mass of students to serve the architectural profession across the State of Idaho and beyond; and, as mandated by the Idaho State Board of Education, better meet the responsibility of delivering architectural education to the state of Idaho.

The formalization of architectural foundations in Boise provides an easy launching point for students towards both the B.S. and M.Arch degrees, particularly place-bound students. These first two years of the architectural education prepare students with the basic skills and design fundamentals required to build a competent portfolio, apply to our professional program (which begins in the 3rd year), and if accepted, be successful moving forward in architecture. This pathway in Boise will allow students to try out architecture, which is one of the intentions of the first two years of the program generally: the first two years of the program allow students to pursue nascent design interests and find out if their interests resonate with the specific goals, training, and ends of architectural education.

The need for architecture in Boise is both real and symbolic. It is symbolic because architectural education in the state of Idaho is solely the responsibility of the University of Idaho, and if we are not present in the city with the greatest concentration of architecture firms in the state (Boise), then we are neither seen as central to the architectural dialogue of the state, or as well-connected to the profession. In terms of the real needs for architectural education in Boise, there tends to be a contingent of students that are interested in architecture but not ready to move away from Boise for family or financial reasons. In some cases, they may actually be working in one of the aforementioned Boise architecture firms.

We imagine, based on the previous pre-architecture degree that was offered at Boise State, that we would start with 10-15 students per year initially and retain most of this number into the second year, for a total of 20-30 students across the two years. Eventually, we would like to get to a place where there are 20-25 in the first year and second years respectively (with 40-45 total students by 2021). These numbers would be consistent with the corresponding numbers in Moscow studio classes and the numbers dictated by our accrediting body.

RESOURCES

The delivery of design foundations courses, at least at the inception of the program, will be taught solely by Dwaine Carver and Román Montoto, both of whom have expertise and extensive experience teaching the first years of architectural education. The curriculum offered at the Water Center will consist of a series of art and architecture courses designed to provide the design foundations of an architectural degree. Specifically, we will offer introduction to design process, introductions to design drawing and technical drawing, and the beginning architectural studio sequence, which is paired with a construction technology course and a digital media course (there is the possibility that these latter two courses could be offered as hybrid courses serving both Moscow and Boise). Any of these courses could be taken by Interior Design or Landscape Architecture majors as well (a number of these courses fulfill foundations requirements in their respective programs). These courses will be complemented

by general education classes available at the University of Idaho online (see program sheet below). Our space needs are fulfilled by the studio space and a lecture room we currently use at the UI Water Center and rooms in the Art and Architecture Buildings on the Moscow campus.

The requested budget deals primarily with course delivery (see detailed budget sheet below). The appointment of Dwaine Carver as a full-time faculty member will give us a faculty member capable of teaching any required art or architecture course in the first two years.¹ The same can be said of Román Montoto who will move from Moscow to Boise to coordinate the curriculum, lead recruitment, teach selected courses in the first year, teach Arch 243 (digital media) and develop a hybrid version of Arch 243 for Moscow/Boise delivery, and teach the second-year studio sequence. The budget request for Montoto is to cover his moving expenses and to hire his replacement in Moscow.² We will also need funding to build the program: advertising, marketing, and recruitment travel will be essential to the success program.³ Finally, in order to support a seamless, more efficient, connection between Moscow and Boise and support future hybrid and distance course offerings, funding for more advanced technology will be a goal as the program expands.

FUTURE

After its inception, we will continually assess the success and viability of the program, with an eye on the potential for a full bachelor's degree in Boise. Concurrently, we will be exploring a series of specialized master's degrees—including a master's in real estate development, a master's in digital fabrication, and a master's in urban design—all meant to take advantage of the context and connect with alumni and program supporters in the region. We believe the diversification of offerings will be the next steps in increasing the presence of the architecture program in Boise in terms of education and research, both of which will improve access to architectural knowledge in the southern part of the state of Idaho and allow the University of Idaho Architecture Program to have more effect on the architectural challenges facing the state of Idaho.

¹ Budget III.A.2 & 8

² Budget III.A.2 & 8

³ Budget III.B.

Program Resource Requirements.

- 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).

I. PLANNED STUDENT ENROLLMENT

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		15		20		30		45
B. Shifting enrollments		5		5		5		5
Total Enrollment	0	20	0	25	0	35	0	50

II. REVENUE

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	-							
2. Institution Funds	\$157,320.00	\$42,680.00	\$162,039.60		\$166,900.79		\$171,907.81	
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees	\$39,060.00		\$39,060.00		\$39,060.00		\$39,060.00	
6. Other (i.e., Gifts)								
Total Revenue	\$196,380	\$42,680	\$201,100	\$0	\$205,961	\$0	\$210,968	\$0

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

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	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 -		- 2.0 -	
2. Faculty	<u>\$120,000.00</u>		<u>\$120,000.00</u>		<u>\$120,000.00</u>		<u>\$120,000.00</u>	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel								
8. Fringe Benefits	- 37320 -		- 37320 -		- 37320 -		- 37320 -	
9. Other:								
Total Personnel and Costs	<u>\$157,320</u>	<u>\$0</u>	<u>\$157,320</u>	<u>\$0</u>	<u>\$157,320</u>	<u>\$0</u>	<u>\$157,320</u>	<u>\$0</u>

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1.Travel	<u>\$15,000.00</u>		<u>\$15,000.00</u>		<u>\$16,000.00</u>		<u>\$16,000.00</u>	
2. Professional Services		<u>\$6,625.00</u>						
3. Other Services		<u>\$25,000.00</u>						
4. Communications	<u>\$1,500.00</u>		<u>\$1,600.00</u>		<u>\$1,700.00</u>		<u>\$1,800.00</u>	
5. Materials and Supplies	<u>\$10,000.00</u>		<u>\$10,000.00</u>		<u>\$10,000.00</u>		<u>\$10,000.00</u>	
6. Rentals								
7.Materials & Goods for Manufacture & Resale								
8. Miscellaneous		<u>\$11,055.00</u>						
Total Operating Expenditures	<u>\$26,500</u>	<u>\$42,680</u>	<u>\$26,600</u>	<u>\$0</u>	<u>\$27,700</u>	<u>\$0</u>	<u>\$27,800</u>	<u>\$0</u>

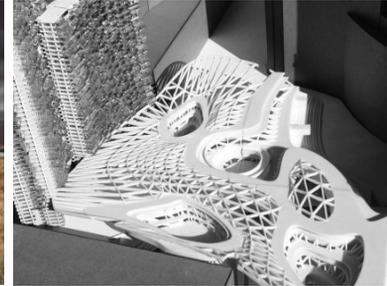
	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment	<u>\$2,000.00</u>		<u>\$2,000.00</u>		<u>\$2,000.00</u>		<u>\$2,000.00</u>	
Total Capital Outlay	<u>\$2,000</u>	<u>\$0</u>	<u>\$2,000</u>	<u>\$0</u>	<u>\$2,000</u>	<u>\$0</u>	<u>\$2,000</u>	<u>\$0</u>

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs	<u>\$1,000.00</u>		<u>\$1,250.00</u>		<u>\$1,500.00</u>		<u>\$1,750.00</u>	
Other								
Total Other Costs	<u>\$1,000</u>	<u>\$0</u>	<u>\$1,250</u>	<u>\$0</u>	<u>\$1,500</u>	<u>\$0</u>	<u>\$1,750</u>	<u>\$0</u>
TOTAL EXPENDITURES:	<u>\$185,820</u>	<u>\$42,680</u>	<u>\$185,920</u>	<u>\$0</u>	<u>\$187,020</u>	<u>\$0</u>	<u>\$187,120</u>	<u>\$0</u>
Net Income (Deficit)	<u>\$10,560</u>	<u>\$0</u>	<u>\$15,180</u>	<u>\$0</u>	<u>\$18,941</u>	<u>\$0</u>	<u>\$23,848</u>	<u>\$0</u>

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

I - A.B.	Enrollments based on proposal of 30-45 students with increase factored in per FY
II - 1.2.5.	1. Base Salary/Fringe for two Architecture Faculty members
	2. One-time request for moving, advertisement, recruitment, technology upgrades, and classroom support
	5. Professional Fee Revenue for Boise based Architecture students.
III - A- 1.2.8.	1. 2 FTE / 2. Base Salary for 2.0 FTE / 8. Fringe Benefits for 2.0 FTE
III - B- 1.2.4.5.8.	Budget breakdown per category of operating expenses and one-time funding request
III - C- 2.	Budget breakdown per category of capital outlay expenditures
III - E-	General Repairs and Maintence cost per year

ARCHITECTURE



Beginning in the fall of 2017 the University of Idaho will begin offering the full first two years of its architecture program in Boise. Students will take required first and second-year art and architecture courses at the Urban Design Center at the University of Idaho Water Center and take core classes either at the Water Center or via the University of Idaho distance offerings. The architecture courses will consist of an introduction to art and design creative process, two semesters of beginning architecture design studio, one semester of beginning architectural drawings and graphics, a primer in basic construction, and a course on the relationship between architecture and the built environment, and architectural history. After the first two years the student may enter the professional degree program, doing two years of focused design and construction course work on the Moscow Campus. The final two years of the professional degree may be done in either Moscow or Boise.

(Please note if you are interested in other design programs offered at University of Idaho such as interior design or landscape architecture this architectural foundation gives a student advanced standing when entering the other respective programs in Moscow.)

BOISE

CLASSES BEGIN AUGUST 21st

For more information contact:

Randall Teal
Head of Architecture Program
875 Perimeter Dr. MS 2451
Moscow, ID 83844-2451
P: 208.885.6781
arch@uidaho.edu
www.uidaho.edu/caa

BOISE (UI Water Center)

	fall	spring	credits	TOTAL
1	Art 121 Integrated Design Process		2	TOTAL 16
	Art 110 Integrated Art & Design Communication		2	
	Arch 151 Intro to the Built Environment (D)		3	
	Isem 101 Integrated Freshman Seminar (D)		3	
	Eng 101 or General Education ¹ (D -ISI)		3	
	Math 143 Pre-Calc Algebra/Analytic Geom (D -ISI)		3	

	fall	spring	credits	TOTAL
		Arch 154 Intro to Architectural Graphics	3	TOTAL 15
		Art 112 Drawing as Design Thinking	2	
		Math 160 Survey of Calculus (or alternative) ² (D -ISI)	4	
		Gen Ed Requirement (D)	3	
		Eng 102 College Writing and Rhetoric (D)	3	

2ND YEAR GATE: APPLICATION REQUIRED

2	Arch 253 Architectural Design 1		4	TOTAL 14
	Arch 266 Materials and Methods		3	
	Arch 385 Global History of Architecture 1		3	
	Phys 111 General Physics 1 (D)		3	
	Gen Ed Requirement (if needed) (D)		3	

	Arch 254 Architectural Design 2		4	TOTAL 16
	Arch 243 Media in Architecture		3	
	Arch 386 Global History of Architecture 2		3	
	Gen Ed Requirement (D)		3	
	Gen Ed Requirement (D)		3	

D=Distance offering ISI=Independent Study/Idaho

MOSCOW 3RD YEAR GATE: PORTFOLIO AND APPLICATION REQUIRED

3	Arch 353 Architectural Design 3		6	TOTAL 15
	Arch 361 Structural Systems 1		3	
	Larc 251 Principles of Site Design		3	
	Phys 111 General Physics 1 LAB		1	
	Elective		3	

	Arch 354 Architectural Design 4 (or Arch 5/454)		6	TOTAL 16
	Arch 362 Structural Systems 2		3	
	Arch 388 Introduction to Theory		3	
	Gen Ed Requirement		3	
	Isem 301 Great Issues		1	

4	Arch 5/454 Vertical Studio		6	TOTAL 16
	Arch 463 ECS 1 + Lab		4	
	Arch 483 Urban Theory & Issues		3	
	Elective		3	

	Arch 5/454 Vertical Studio		6	TOTAL 16
	Arch 464 ECS 2 + Lab		4	
	Arch 461 Building Assemblies		3	
	Elective		3	

MOSCOW GRADUATE GATE: APPLICATION REQUIRED

G1	Arch 5/454 Vertical Studio		6	TOTAL 12
	Arch 575 Professional Practice		3	
	Graduate Elective		3	

	Arch 553 Integrated Design		6	TOTAL 11
	Graduate Architecture Elective		3	
	Arch 568 Technical Integration in Design		3	

G2	Arch 510 Graduate Project Seminar		3	TOTAL 11
	Graduate Elective		3	
	Graduate Elective		3	
	Graduate Elective		2	

	Arch 556 Graduate Project		6	TOTAL 11
	Graduate Architecture Elective		3	
	Graduate Elective		2	

UNIVERSITY OF IDAHO SEAMLESS M.Arch ADVISING SHEET 2017

Track: Years 1&2 BOISE

1. Degree-seeking students must be enrolled in Eng 090, 101, or 102 in their first semester in residence and each subsequent semester until they have passed Eng 102.

2. Math 160 Alternatives: Philosophy 202 (Intro to Symbolic Logic 3cr), Statistics 251 (Principles of Statistics 3cr) or Computer Science 112 (Intro to Problem Solving and Programming 3 cr).

The B.S.Arch degree requires a minimum of 124 credits, including at least 3 cr of 200-level or above courses taken outside the disciplines of architecture; landscape architecture; art and design; interior design; and virtual technology and design; and 3 cr of 200-level or above courses taken within the disciplines; and at least 3 credits of 200-level or above courses taken in any discipline. (Credits earned in completion of an academic minor may be substituted for elective credits).

The M.Arch degree requires a minimum of 45 credits. 24 of these credits must be at the 500-level; others may be from 400-level courses in Architecture and 300- or 400-level courses in supporting areas. Arch 552 may be substituted for Arch 554 with permission.

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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	College of Natural Resources		
Department/Unit:	Natural Resources and Society/ McCall Outdoor Science School		
Dept/Unit Approval Date:	10/24/16	Vote Record:	Unanimous
College Approval Date:	11/7/16	Vote Record:	Unanimous
CIP code (Consult Institutional Research):	31.0601		
Primary Point of Contact (Name and Email):	Lee Vierling, leev@uidaho.edu		

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

We propose to change the name of this Certificate to reflect its evolution from a professional certificate aimed at environmental educators to a broader certificate that appeals to natural resource professionals and scientists who want to develop their science communication skills.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	Environmental Education
New Name:	Environmental Education <u>and Science Communication</u>
Current Degree:	
New Degree:	
Other Details:	Certificate

Effective Date:	Fall 2017
-----------------	-----------

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	Modify:	Discontinue:	Implementation Date:
Graduate Level:	Undergraduate Level:	Law Level:	Credit Requirement:
Are new courses being created:	No	Yes	If yes, how many courses will be created:

If the request is for an option or emphasis enter the associated major and degree:

Major:		Degree:	
--------	--	---------	--

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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:
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
3.	How will you ensure that the assessment findings will be used to improve the program?
4.	What direct and indirect measures will be used to assess student learning?
5.	When will assessment activities occur and at what frequency?

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	
Brief Description of financial impact:		

Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow			
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**	X	Location(s):	McCall Field Campus

*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 2017		
Date Received by the Office of the Provost and Executive Vice President:	1/13/17		
Date Received by Budget Office, if applicable:	n/a		
Date Received by Institutional Research and Assessment:	n/a		
Date Received by UCC Secretary:	3-08-17		
UCC Item Number:	UCC-17-036a		
UCC Approval Date:	3-20-2017	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:			

**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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	Natural Resources		
Department/Unit:	Masters of Natural Resources/Natural Resources and Society		
Dept/Unit Approval Date:	10/24/2016	Vote Record:	unanimous
College Approval Date:	12/5/16	Vote Record:	unanimous
CIP code (Consult Institutional Research):	31.0601		
Primary Point of Contact (Name and Email):	Karla Eitel (keitel@uidaho.edu)		

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

We propose to create a new Masters of Natural Resources (MNR) option in the area of Environmental Education and Science Communication. The McCall-based curriculum and overall graduate program forms a strong professional, terminal degree in the field of environmental education and science communication. This degree option will be cohort based and will complement and extend the current McCall-based graduate certificate program to offer an immersive, hands-on experience for individuals wishing to advance to a career in environmental education, place-based education, and science communication. Students engage in a comprehensive suite of practical, classroom-based and field-based coursework in various outreach settings. Based on our speaking with and recruiting approximately 100 prospective graduate students per year, we find that there is significant market demand for such a degree option and that the option reflects the needs and interests of many of these prospective students. Through curricular changes we have slightly modified the program so that it aligns with MNR requirements without adding to faculty workload. By offering a professional degree we will be meeting the demands of the market and providing an attractive degree track within the MNR suite of options.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	

Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input checked="" type="checkbox"/>	Undergraduate Level:	<input type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	Yes	<input checked="" type="checkbox"/>	If yes, how many courses will be created:			1

If the request is for an option or emphasis enter the associated major and degree:

Major:	Natural Resources	Degree:	MNR
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Enter the name of the program component in the appropriate row:

Option:	Environmental Education and Science Communication
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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: <ol style="list-style-type: none"> Students will develop a basic understanding of local ecology and phenology. Students will demonstrate an understanding of the process of science as conducted in multiple epistemological frameworks. Students will be able to appreciate and communicate the complexity of systems. Students will demonstrate empathy and appreciation for diverse perspectives. Students will exhibit tolerance for adversity and uncertainty. Students will demonstrate an ability to effectively plan for and carry out inclusive, place-based instruction. Students will be able to lead in a variety of situations. Students will demonstrate that they can care for the emotional, mental, physical needs of a group. Students will be able to creatively address complex problems. Students will use effective written and oral communication. Students will be able to use scholarly literature in a variety of practical contexts.
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component: Each course culminates with a "signature assignment". These signature assignments will be gathered into a professional portfolio to be presented at the end of the program. These assignments include an ecology research project, a phenology project, a curriculum design project, an educational research project, a science communication project, a leadership project, teaching observations, group debriefs and reflective journals. These pieces will be evaluated as individual assignments and then again when they are compiled

into the learning portfolio presented at the end of the one-year program. Additionally, students will create a capstone case study to explore how environmental education and science communication address complex environmental issues.

Assignments linked to specific outcomes are listed below:

1. Students will demonstrate a basic understanding of local ecology and phenology.
 - a. Assessment: Students will score a passing grade on the **end of semester ecology exam** in NRS 560 (Place-based Ecology 1).
 - b. Assessment: Students will successfully conduct and present a **phenology project** in NRS 565 (Science Communication).
2. Students will demonstrate an understanding of the process of science as conducted in multiple epistemological frameworks.
 - a. Assessment: Students will identify the epistemological framework that guides their **ecology project** in NRS 560 (Place-based Ecology 1), and suggest alternative frameworks that could have been used.
 - b. Assessment: Students will conduct an **educational research project** in NRS 563 and identify their main epistemological framework (paradigm) and alternative frameworks that could have been used.
3. Students will be able to appreciate and communicate the complexity of systems.
 - a. Assessment: Through a phenology project in NRS 565 (Science Communication), students will successfully communicate the relationships between biotic components of an ecosystem and the abiotic seasonal forces (available water, temperature, length of day) that drive change in the system.
 - b. Assessment: Through a **curriculum development project** in NRS 563 (Place-based Education), students will examine the relationship between National educational standards and individual educational philosophies to create a curriculum sequence that shows a logical progression from goals to assessment to learning activities while making room for student-centered instruction.
 - c. Assessment: Through a **science communication project** in NRS 566 (Place-based Ecology II), students will effectively identify and address various stakeholders in an issue and tailor communication to communicate with those stakeholders.
4. Students will demonstrate empathy and appreciation for diverse perspectives.
 - a. Assessment: In **debriefs** conducted as part of NRS 567 and 568 (teaching practicum), students will show empathy for diverse learners and varying perspectives between teachers, chaperones, field instructors and program staff.
 - b. Assessment: In a **curriculum development project** in NRS 563, students will incorporate diverse student perspectives in student-centered activities.
 - c. Assessment: Through a **science communication project** in NRS 566, students will show empathy and appreciation of diverse audience perspectives.
5. Students will exhibit tolerance for adversity and uncertainty.
 - a. Assessment: In **teaching observations** conducted as part of the teaching practicum, students will demonstrate an ability to effectively lead a group through uncertain programmatic (e.g. new information from teachers or program staff), environmental and weather conditions.
6. Students will demonstrate an ability to effectively plan for and carry out inclusive, place-based instruction.
 - a. Assessment: Students will demonstrate an ability to effectively plan for and carry out inclusive, place-based instruction in **teaching observations** conducted as part of the teaching practicum.
 - b. Assessment: Students will demonstrate an ability to effectively plan for and carry out inclusive, place-based instruction through **lesson plans** turned in as part of the teaching practicum.
7. Students will be able to lead in a variety of situations.
 - a. Assessment: Students will demonstrate that they can effectively lead groups of K12 students and their peers in a variety of contexts through **observations** while serving as a field instructor and program host.
8. Students will demonstrate that they can care for the emotional, mental, physical needs of a group.
 - a. Assessment: Students will demonstrate that they can effectively lead groups of K12 students and their peers in a variety of contexts through **observations** while serving as a field instructor and program host.
9. Students will be able to creatively address complex problems.
 - a. Assessment: Students will exhibit creativity in addressing complex problems through the creation of a **science communication project** that uses multiple forms of communication (digital media, sound, image) to communicate about and engage audiences in critical thought about complex problems.
10. Students will use effective written and oral communication.
 - a. Assessment: Each course signature assignment (see particular assignments throughout above assessment pieces) will be assessed on effective written and oral communication as a component of the overall score.
 - b. Assessment: In **teaching observations**, students will demonstrate an ability to effectively convey key concepts.
11. Students will be able to use scholarly literature in a variety of practical contexts.

	<p>a. Assessment: Each course signature assignment with a written component (ecology project, phenology project, curriculum design, educational research and science communication project) will include a review of relevant scholarly literature.</p> <p>12. Students will be able to critically reflect on their own performance.</p> <p>a. Assessment: As part of the teaching practicum, students will prepare reflective teaching journals addressing their successes and struggles as a field instructor.</p> <p>b. Assessment: In presenting their learning portfolio, students will critically review the pieces that they created for each of the courses. They will identify their own growth and areas with needed improvement.</p>
3.	How will you ensure that the assessment findings will be used to improve the program?
<p>We conduct annual reviews to assess our program. These findings are used to modify courses, add or drop courses and modify assessment processes. We will compile results from each course to track student progress throughout the year and make adjustments as needed. The program is designed to be a one-year, cohort-based professional degree where all students take the same courses. Results of courses will be compiled throughout the year and reported on each year for the cohort finishing the prior academic year.</p>	
4.	What direct and indirect measures will be used to assess student learning?
<p>Direct measures: End of course projects and exams, "signature assignments", portfolio reflection, case study products. Indirect measures: Observations of grad students teaching K12 students, leading their peers as program host, journal reflections.</p> <p>Rubrics are used to score the ecology exam, ecology project, curriculum design, educational research, phenology project, and science communication project. A qualitative feedback form is used to provide graduate students with feedback from teaching and program hosting observations.</p>	
5.	When will assessment activities occur and at what frequency?
<p>Assessment occurs as part of each course. Additionally, we conduct annual "exit" interviews with students, a capstone presentation and portfolio presentation. Teaching observations take place once each semester. The entirety of the program will take place in one academic year and student progress will be assessed each semester and at the end of the program, allowing us to report on outcomes annually.</p>	

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:		Less than \$250,000 per FY:	
Brief Description of financial impact:	x		<p>This program will be offered from start to completion at the McCall Field Campus and we therefore are requesting to assess students a self-support fee for this program. Expenses include faculty and staff salaries to deliver and administer the program, student travel for field trip sand professional conferences, conducting background checks, field equipment and supplies for courses and teaching, maintenance and repairs of field campus infrastructure and improvements, and the University of Idaho G & A assessed at 10%. To offset these expenses, a self-support program fee will be collected in the amount of \$19,805 per student.</p>

Distance Education Availability

This section must be completed if program component request section is completed

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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*		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 if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow			
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**	x	Location(s):	McCall Field Campus

*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 Budget Office, if applicable:	
Date Received by Institutional Research and Assessment:	
Date Received by UCC Secretary:	3-8-17
UCC Item Number:	UCC-17-036b
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:	

Environmental Education and Science Communication Option**1) Ecology and Management (8 credits)**

NRS 560	Place-based Ecology	4 cr
NRS 566	Place-based Ecology II	4 cr

2) Human Dimensions (6 credits)

NRS 575	Leadership for the Environmental Educator	2 cr
NRS 565	Science Communication and the Environment	4 cr

3) Policy, Planning and Law (6 credits)

NRS 563	Place Based Environmental Education***	4 cr
NRS 568	Environmental Education Teaching Practicum II	2 cr

4) Tools and Technology (6 credits)

NRS 562	Field Science Teaching	2 cr
NRS 567	Environmental Education Teaching Practicum I	2 cr
NRS 564	Teaching Environmental Education in a Winter Environment	2 cr

5) Case Study Project (3 credits)

NRS 502	Directed Study	1-16 cr
NRS 599	Non-thesis Master's Research	1-16 cr

6) 3 credits in the following

NRS 504	Special Topics: Integration Seminar	1 cr
NRS 569	Environmental Education Teaching Practicum III	2 cr Sum

Courses for this option to total 32 credits

Note:

*** These courses have a significant component relating to educational policy and law/regulations relating to curricular standards development, content, and implementation. (e.g. Common Core Standards, Next Generation Science Standards, Idaho State Standards, etc.)

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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	Natural Resources		
Department/Unit:	College of Natural Resources		
Dept/Unit Approval Date:	N/A, Collegewide program	Vote Record:	
College Approval Date:	November 7, 2016	Vote Record:	
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Karen Launchbaugh (klaunchb@uidaho.edu)		

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

Discontinue Graduate Certificate in Restoration Ecology

- 1) In the last 12 years, only 46 students have received the Certificate (~4/year). There are currently 10 students enrolled in the Certificate. Karen Launchbaugh will work with these students to find alternative courses to complete the Certificate.
- 2) One faculty member, Dr. Charles Harris, taught 2 of the 4 required courses in the Certificate (NRS 572 Human Dimensions of Restoration Ecology-3 cr; NRS 580 Restoration Ecology Practicum-2 cr). His retirement, left a gap and no professors in the College of Natural Resources have come forward to teach these courses.
- 3) Based on conversations with students, the Certificate was primarily completed as part of the Masters of Natural Resources or Environmental Science M.S. & Ph.D. degree and it does not appear that the Certificate drew students to a degree at the U of I. It was basically completed because it was an easy “bonus” with the MNR and ENVS Degrees.
- 4) The Masters of Natural Resources faculty are working to create a Restoration track in the MNR degree which will fill potential demand for restoration and may draw students to a degree at the U of I.
- 5) The newly established Undergraduate Certificate in Restoration Ecology may fill some students need for a Certificate.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:		Modify:		Discontinue:	<input checked="" type="checkbox"/>	Implementation Date:	
Graduate Level:	<input checked="" type="checkbox"/>	Undergraduate Level:		Law Level:		Credit Requirement:	
Are new courses being created:	No	<input checked="" type="checkbox"/>	Yes	If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:	Restoration Ecology	Degree:	Graduate Certificate
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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:
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:

3.	How will you ensure that the assessment findings will be used to improve the program?
4.	What direct and indirect measures will be used to assess student learning?
5.	When will assessment activities occur and at what frequency?

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	
Brief Description of financial impact:		

Distance Education Availability

This section must be completed if program component request section is 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	Yes		No	

education?				
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Geographical Area Availability

This section must be completed if program component request section is 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 Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	2-17-2017		
UCC Item Number:	UCC-17-038		
UCC Approval Date:	04-03-2017	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:			

TO: University Curriculum Committee, Faculty Senate, General Faculty

FROM: University Committee for General Education

RE: Regulation J-3

EFFECTIVE: Summer 2017

DATE: March 24, 2016

J-3. General Education Curriculum and Learning Outcomes. 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.

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 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 ReIS 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 ReIS 442 The Medieval Church: Europe in the Early and High Middle Ages (3 cr)
Hist 443 or ReIS 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 ReIS 447 The Renaissance (3 cr)
 Hist 448 or ReIS 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 200 Philosophy of Alcohol (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)
 EDCL 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 Britain 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 130 Introduction to Criminology (3 cr)
 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 General Education course in another category 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 General Education course in another category 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 ReIS 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 ReIS 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 ReIS 447 The Renaissance (3 cr)
 Hist 448 or ReIS 448 The Reformation (3 cr)
 Hist 449 Tudor-Stuart Britain 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 385 Political Philosophy (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)
 Arch 454 Arch Design: Vertical Studio (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 PISc 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 473 ECB Senior Presentation \(1 cr\)](#)
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)
[For 473 ECB Senior Presentation \(1 cr\)](#)
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 Healthy Active Lifestyle Assessment and Intervention(3 cr)

[NRS 473 ECB Senior Presentation \(1 cr\)](#)
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)
[Phys 492 Senior Research \(1 cr\)](#)
PoIS 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)
[REM 473 ECB Senior Presentation \(1 cr\)](#)
[RMat 473 ECB Senior Presentation \(1 cr\)](#)
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 473 ECB Senior Presentation \(1 cr\)](#)
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.*

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #23

**3:30 p.m. - Tuesday, April 4, 2017
Paul J. Joyce Faculty-Staff Lounge & Skype for Business
Order of Business**

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #22, March 28, 2017 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

Program Prioritization Senate Work Group (Brandt)(FYI)

University Curriculum Committee

- **FS-17-065** (UCC-17-033) CLASS: New Sociology/Anth Prefix (Haltinner) (vote)
- **FS-17-066** (UCC-17-033a) CLASS: Africana Studies minor (Haltinner) (vote)
- **FS-17-067** (UCC-17-039a) Education: Basic Math minor (Raney) (vote)

VII. Special Orders.

- **FS-17-064:** APM 45.35 – Unmanned Aircraft Systems (LaHann)(FYI)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #22
PP Report
FS-17-064 through 067

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #22, Tuesday, March 28, 2017

Present: Anderson (Mike), Anderson (Miranda), Boschetti, Brandt, Brewick, Brown, Cannon (Boise), Caplan, Bailey for Chung (w/o vote), Crowley (w/o vote), Donohoe, Fisher, Folwell, Foster, Hrdlicka, Johnson, Markuson, Morrison, Nicotra, Payant, Sixtos, Vella, Wiencek (w/o vote), Wilson, Wright. **Absent:** Adekanmbi, Barbour, Chung, Godfrey (Coeur d'Alene), Ostrom (Idaho Falls), Pregitzer. **Guests:** 6

The Chair called meeting #22 to order at 3:30 pm. A motion (Johnson/Mike Anderson) to approve the minutes from the March 21st meeting passed without objections.

Chair's Report: Chair Brandt reported that the responses to program prioritization are on the Provost's website. A small faculty group (Miranda Anderson, Brandt, Crowley, Hrdlicka, and Nicotra) has met to summarize the responses. The report from this group will be sent to the Senate within the next couple of days. The FAC survey on the annual evaluation process has been sent out. Responses to this survey should be returned by April 7th. The "Great Colleges to Work For" survey went out last week. The survey was sent to everyone, but there is reason to believe that it went into "clutter" in many people's email. So, those who have not received it, please look in the "clutter" folder. The Chair also reminded Senators that it is now time to be conducting elections for next year's Senate. Current Senators are responsible for setting up and conducting these elections for their college. Election results are due April 15th.

Provost's Report: Provost Wiencek commented on the process of obtaining feedback on program prioritization. The IPEC is dedicated to taking the feedback seriously with the hope of improving the process. However, he reminded everyone that we do need to launch this process next year. The process will allow us to begin to invest in projects that are high priority. After reviewing the comments, IPEC will issue a final report to be sent to the President. He hinted that UBFC would soon be announcing their recommendations for funding new projects.

FS-17-044: FSH 3520 F-9—Tenure Extension. Vice Chair Hrdlicka stated that this proposed change was initiated by Faculty Senate Leadership and endorsed by Faculty Affairs. He noted that there had been concerns raised about the precise timing for a faculty member to request a tenure extension. The proposed changes are to take out the language in C-2 about the requests occurring "proximate to the events" and to clarify in C-1 that a request must be made by June 1st before the review process begins. It was pointed out the wording "June 1st of the spring semester" was awkward and the words "of the spring semester" should be dropped. This was accepted by the Faculty Secretary as a friendly edit. The wording in C-1 will now read, "The faculty member must request the extension from the Provost in writing by June 1st before the review process begins and must include appropriate documentation of the childbirth, adoption, or other circumstance." This proposal (as edited) was passed unanimously.

FS-17-057: FSH 1570—Faculty Secretary. Professor Hrdlicka presented this proposed change to FSH 1570 also coming from Faculty Senate Leadership and Faculty Affairs. The changes proposed

will better reflect the actual activities and responsibilities of the Faculty Secretary. He noted that in C-1 there was a slight revision to the nomination process for the Faculty Secretary. The change would make the Faculty Senate Chair (or designee) the chair of the nominating committee. For the current search the President and the Provost have agreed to make Vice-Chair Hrdlicka the chair of the nominating committee. The proposed changes to FSH 1570 passed unanimously.

FS-17-058 (UCC-17-026a): Science—Statistical Science Graduate Certificate. The Chair introduced Professor Chris Williams to discuss this proposed certificate. Professor Williams stated that the graduate certificate will be in Data Analytics and represents a collaboration between departments in three colleges, Statistics, Computer Science and Information Systems. The proposal is designed to train students in dealing with big databases and provide them with the ability to access, manage, and make inferences from these databases. The certificate has three required courses and allows students to choose an elective from a list. This certificate is aimed at a student market who do not need a master's degree, but can use a better background in dealing with large data sets.

In response to a question from a senator, Professor Williams suggested that there were many jobs that desired people with this type of skill. He felt there was a significant demand for this type of program. Several other senators noted that they could see their students wanting a certificate of this nature. Professor Williams suggested that this program might help with collaboration across the university. There was also a short discussion about other courses that might be included as well as a discussion of whether engineering outreach was the best way to offer the courses via distance education. Professor Williams thanked senators for their suggestions indicating they hoped this certificate would generate ideas and he would be happy to receive others. The proposal passed without objection.

FS-17-059 (UCC-17-035a): Business—PGA Management & Human Resources

FS-17-060 (UCC-17-035b): Business—PGA Golf Management & Business Economics

FS-17-061 (UCC-17-035c): Business—PGA Golf Management & Finance

FS-17-062 (UCC-17-035d): Business—PGA Golf Management & Operations Management

FS-17-063 (UCC-17-035e): Business—PGA Golf Management & Information Systems

Chair Brandt introduced Professor Jeff Bailey to discuss these proposals. Professor Bailey explained that the PGA Golf Management is accredited by the Professional Golfers Association of America. It has been part of the College of Business program associated with the Marketing major. This proposal would allow students pursuing other majors inside the College of Business, to also take this PGA program. Sixteen schools in the U.S. have this program. This expansion will help accommodate some of the demand for this program and expand it to other college majors.

Professor Bailey explained the asterisk (*) that is attached to these programs. The asterisk states that the PGA requires that a person entering the program have at least a 12 handicap and must be a U.S. citizen to become a PGA member. Professor Bailey clarified that resident aliens could become PGA members. A Senator wondered about the citizenship language and whether language regarding the status of resident aliens should be included. The Faculty Secretary noted that this issue had been discussed at UCC. After an email exchange, the following had been

offered as a revision. “International students can complete the degree requirements, but membership to the PGA of America requires U.S. Citizenship or Resident Alien status.” A motion (Hrdlicka/Folwell) to substitute this language for the current language in each proposal passed without objection.

A Senator raised a question about how the financial impact part of the curriculum proposal was developed. It appears that rather than discussing possible cost, the explanation suggests that the program might raise additional revenue in the form of increased enrollment. Professor Bailey responded that this appears true and that the anticipated cost of the expansion of the PGA options would be negligible.

A Senator asked whether the PGA options might be considered as a certificate. Professor Bailey thought this was possible, but felt that students were satisfied and that student placement was 100%.

There was a short discussion of whether the requirement for a 12 handicap should be part of the program. Wasn't it possible for a person to perform many of these jobs, even if they had a disability that kept them from being a good golfer? It was emphasized that this was a PGA requirement, not a University of Idaho requirement. The proposals all passed without objection.

Faculty Secretary Position: Vice-Chair Hrdlicka announced that the vacancy announcement for the Faculty Secretary position had just gone out. He urged any Senators interested to apply and to encourage their colleagues to apply. The deadline for applications is April 10th.

A motion (Foster/Folwell) to adjourn passed unanimously at 4:25.

Respectfully submitted,

Don Crowley, Secretary to the Faculty Senate
and Faculty Secretary

Faculty Comments on Program Prioritization Metrics

1. Nonalignment with Strategic Plan. Many faculty commented that the program prioritization (PP) metrics are not aligned with the priorities in the strategic plan. This disconnect arose in several specific contexts. First, as reflected below, faculty did not believe that the proposed metrics adequately valued research productivity across different disciplines. Faculty also commented that the ranking of individual programs might deter interdisciplinary work and be inconsistent with rebuilding the morale of faculty. They did not believe that outreach, extension and service were adequately measured in the proposed metrics.

2. Problems assessing research productivity and quality.

- Many people point out that we need a more meaningful way to compare research productivity across very different disciplines.
- The current metric measures only research expenditures which ignores other indicators of research/creative activity, which in particular will affect the arts and humanities.

Suggestion to IPEC/workgroups: Split academic units up between STEM (COS, CALS, CNR, COEng) and non-STEM units, as this potentially would enable a fairer comparison.

Suggestion to IPEC/workgroups: Create a system where each college does a study of research productivity of individual units using a standard method of study (perhaps counting number of publications/creative activities, quality, and impact factor where applicable). These studies can be evaluated by IPEC and used to factor into the PP process.

3. Concerns about the PP process's effect on interdisciplinary work. Many comments point to the concern that this will pit departments (and even majors within departments) against each other; that this is a zero-sum exercise that will discourage collaboration and encourage hoarding of resources. For this reason act of ranking programs may itself deter interdisciplinary activities. In addition, the way that the metrics are laid out will further discourage interdisciplinary collaborations and thus damaging morale.

Suggestion to IPEC/workgroups: Give appropriate credit to collaborating departments (e.g., count research funding with the unit where it is expended) but avoid double counting, i.e., do not count a \$100,000 collaborative grant between department A and B, as \$100,000 for Dept A and \$100,000 for Dept B – in other words, give the fair share; funding just used as an example. This approach can apply to other quantifiable metrics.

4. Concerns about weighting.

- Several metrics seem to reward the same activity, e.g., teaching and credit hours are counted multiple times, in criteria 1a, 2, and 3c, 3d, and 4b. This totals 30%. Similarly, several of the metrics in 5 could be lumped together into one essentiality metric and one impact metric.
- A few faculty commented negatively on the “percent of faculty meeting expectation” metric as it might dis-incentivize unit administrators from assigning a “does not meet expectations” to marginally performing faculty members.
- Research isn't counted heavily enough (see above).

- Essentiality/centrality should be weighted more heavily.
- BLS Demand Data. Comment on this metric was particularly mixed. Some approved of the metric even advocating that it receive greater weight, others questioned it (how will graduate school, med school & law school factor into this data; correlation between BLS demand data and student demand questioned).

5. Concern about using the “permanent faculty over temporary faculty” metric (3a). The following comments captured the issue:

-It is disrespectful to insinuate that instruction offered by TAs or adjuncts is inferior to instruction offered by permanent faculty (one possible interpretation of this metric). For example, lab courses in the sciences often utilize TAs who work under the supervision of a permanent faculty member. Unlike permanent faculty members, well-trained TAs typically are more skilled in the art given that they conduct experimental research as part of their graduate/undergraduate studies. For safety reasons, it is necessary to offer such courses with relatively low student: TA ratios. An alternative interpretation of this metric is to encourage units to transfer adjuncts to permanent faculty lines. As the UI aims to become an R1 institution, there will be an increased need to utilize available financial resources to advance research activities, e.g., by keeping down instruction costs, providing bridge and start-up funds, reduce teaching loads of permanent faculty members, etc... The use of some adjuncts and TAs likely is a necessary evil toward this end. It seems to me that inclusion of this metric in the PPP for this purpose is the wrong place to stage this ideological battle. Finally, the description of this metric is unclear – will the calculation only involve responsible instructors on record, or also include course-helpers (TAs). There was a lot of confusion in my department regarding this metric.

- TAs teaching undergraduate classes should not automatically translate into 'poor quality' of the program, especially as we aim to give teaching experience to all of our PhD students, to make them more competitive on the job market

- I am concerned with the weighting for the permanent vs part time. My program depends on field based learning activities. We rely heavily on part-time faculty to work and observe students in the field.

7. Outreach undervalued. A number of people expressed concerns about lack of focus on/credit given for outreach and extension (and, conversely, concerns that colleges like CALS that have a lot of faculty dedicated to extension would be disadvantaged). This ties back to issue #1 – the criteria don't connect to the Strategic Plan.

8. Small vs. Large and History. A number of comments focused on how the size of a program would affect the metrics. These people tended to suggest that the metrics be scaled by faculty FTE. Similar comments also were made that the ranking process will disadvantage historically under-resourced departments.

Suggestion to IPEC/Workgroups: Adopt a Carnegie-like hybrid approach for certain quantifiable metrics. Ultimately, Carnegie assigns an absolute value and a “per capita value” for key metrics such as research expenditures in STEM and research expenditures in non-STEM. See the presentation from meeting #5 in the Faculty Compensation Task

Force: <https://sitecore.uidaho.edu/uidaho-responsive/home/human-resources/employees/compensation/faculty-task-force>. A hybrid approach would reward two aspects that the institution strives for, large size (research expenditures, number of student credit hours, etc...) and efficiency (per FTE basis).

8. Overall concern about position control – as someone pointed out, every department should have to justify refilling positions. In addition, however, a number of people expressed concerns with how position control would work on a continuing basis. They were not clear on how lower quintile programs could change their situation. They also were concerned that over time good programs would fall into the bottom quintiles. Many faculty were concerned about the message that it sends to label the bottom two quintiles, i.e., 40% of all units, as being in a precarious situation. One comment described it as being forced to give 20% of all students in an honor class A's, B's, C's, D's, and F's.

Suggestion to IPEC/workgroups: We do not have a normal distribution of performance among the academic units. Instead their performance is likely described by a power law function, i.e., a couple of units are hyper (good) performers, as much as 80% are solid performers, and only a small proportion of units fall short of meeting expectations. Perhaps it is worthwhile to rethink the whole quintile approach, and instead move to a slightly different model that falls more in line with a power law function, i.e., a 3-tier position control system: Tier A (top 10%) where resources return to the unit, Tier B (middle 80%) where resources return to the Dean (and Provost?), and Tier C (bottom 10%) where funds move to UBFC for re-allocation

9. One Size Fits All. Many people were uncomfortable with the “one size fits all” aspect of the proposed metrics. They were concerned particularly about how this approach would work when comparing STEM fields with arts and humanities (see comments above regarding evaluating research productivity or outreach).

10. Morale. Many people expressed concerns that the ranking of departments/programs would damage morale at the institution

11. Support Programs Criteria.

- Metrics were too qualitative – could lead to uninformative results
- External demand did not seem like an appropriate measure for internal support units.
- Efficiency and demand measures might be skewed for Moscow vs. non-Moscow departments

12. Departments with multiple programs. One particular comment cogently explained the problems with averaging the scores for multiple programs in a single banner department:

My first comment is not about weights, it is about the statement in the video that each program in a dept will be evaluated separately and then averaged in order to get an overall dept ranking. I appreciate that we are seeking an improvement over prior processes by attempting to do an overall ranking for depts. as opposed to solely looking at individual programs. However, doing a simple average is not the right way to this. Consider this case: Dept A and Dept B have identical dept-wide metrics (i.e., same

number of faculty serving the same number of students, same revenue in, same costs in salaries, etc). However, Dept A has 2 programs with 25 students each. Dept B has 5 programs with 10 students each. By the current plan to average ratings for individual programs across a dept, Dept A will receive a higher rating than Dept B. Is this really what we want? Consider this: the programs in Dept B might be unique and the UI would not have those students enrolled without those programs in place. Getting rid of those programs will cause overall enrollment at the UI to drop. If Dept B has figured out how to deliver 5 programs in an economical fashion (this usually happens when there is a lot of common coursework among the 5 programs) and are filling student needs that would otherwise go unmet, why should that dept be disadvantaged in this rating process? Again, I applaud the effort to synthesize across a dept, but we need something summative as oppose to a simple average.

13. Suggestion for IPEC/Workgroups: Another way to balance the metrics to reflect the different work of different departments is to weigh the metrics according to the teaching/research/outreach/service FTE (or PD) allocation of each unit should be taken into consideration;

Additional Faculty Comments on Program Prioritization Metrics

A number of us were confused about the presence of multiple surveys and so only completed one (thinking that we were providing all requested feedback). The survey interface was quite confusing. I see in the data that, for many questions, a large percentage of the surveys indicated “no response.” If this percentage includes people who responded to one, but not all, of the surveys, this large percentage of “no responses” should not be interpreted as suggesting that people do not have an opinion about those questions. I suspect that, if the “no response” answers are disregarded, the percentage of “unacceptable” responses will increase substantially.

1. Bravo! It is so good to see this process in action.

2. I see no problem with “double counting”. If a grant wouldn’t come to UI (either department) without both participating, why not recognize the synergy? If a grant comes to an Institute (such as IBEST) or Center, which includes faculty from multiple departments, then participation in that unit’s success should be reflect in the departments of the participants. This is how BCB degrees work (a graduate “counts” in the department of the major professor AND for BCB).

This restriction still assumes that the contributions of each department are disjoint, which is contrary to the nature of interdisciplinary work. Double counting encourages teamwork, avoiding it encourages isolation.

3. BLS categories are always behind the times—for example they still don’t include Bioinformatics. Universities should be creating future types of jobs, not just filling the want ads. We need to leave it up to the units to evaluate their market responsiveness without telling them how to do it (which is what we currently do in all UCC proposals, by the way).

4. I oppose penalizing units for using TAs. One of the best teachers I ever worked with was a TA. I couldn’t even nominate him for University recognition, and he eventually left UI. Also, TA experiences are an important part of many graduate degrees. Let’s focus on how well departments are delivering education, not on how they are doing it.

5. Yes, we need to recognize different distributions of ROJD assignments, which also reflect different unit missions. To do that, we need an online ROJD system, so that summary statistics can recognize human resource allocations. This is something we could do NOW, and then tell the SBOE that we not only have a plan—but that we have begun implementing it.

6. Morale. The trick is to use rankings to spur competition, rather than as a reflection of how much a unit is valued. I’m not sure how to do that. Perhaps add special prizes or budget items to low-ranked units that most effectively move up in the quintiles??

College of Letters, Arts and Social Sciences

Proposed Catalog Changes

Effective Summer 2017

SOCIOLOGY AND ANTHROPOLOGY

1. Create the following prefix:

AFST (Africana Studies)

2. Add the following course:

AFST 101 Introduction to Africana Studies (3 cr)

This course provides an introduction to Africana Studies. Specifically, it will examine aspects of African History, Contemporary African politics, the creation of the diaspora, contemporary race relations, Africana literature, and Africana music. It will incorporate theories on African development, globalization, and racial formation as it explores these topics. This course will be cotaught by affiliated faculty in the program, each presenting on their area of expertise.

Available via distance: No

Geographical Availability: Moscow

Rationale: We are proposing an interdisciplinary academic minor in Africana Studies. This course will provide students with an overview of the theories of this academic discipline as well as the breadth of opportunity available in the study of the African diaspora. Students will take this course in order to ground them in the research, theories, and experiences related to the Africana Diaspora. Students will also have the opportunity to meet the various faculty affiliated with this program as they each teach on their topic of expertise.

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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	CLASS		
Department/Unit:	Sociology and Anthropology		
Dept/Unit Approval Date:	11/7/16	Vote Record:	Soc/Anth 13 Y; 1 N
College Approval Date:	11/28/16	Vote Record:	Affiliated Faculty 19 Y, 0 N
CIP code (Consult Institutional Research):	05.0201		
Primary Point of Contact (Name and Email):	Kristin Haltinner		khaltinner@uidaho.edu

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

Direct Student Need

This proposal is a response to current student demand. Numerous students have approached potential faculty asking for a degree program in Africana Studies. This reflects a broader demand for interdisciplinary programs that focus on the experiences of subaltern populations. Courses will be drawn from those currently offered in the departments of English, French, History, Music, Political Science, and Sociology and Anthropology.

The United States is becoming an increasingly diverse place. A minor in Africana Studies will allow our students to be more competitive in their job search after college. Students who earn this minor will be better able to work with a diverse workforce, work with a diverse clientele, and adapt to societal changes.

Finally, a minor in Africana studies will empower students to better understand the historical, political, and social contexts that have led to and continue to shape contemporary global politics and racial relations. Students will be better empowered to improve community relations in their personal lives and public careers.

Institutional Enhancement Given Regional Shortcoming

The state of Idaho does not currently have any programs in African or African American Studies. As the University of Idaho continues to become more competitive among our sister R1 universities, students will be seeking programs that support cultural competency. Currently esteemed R1 institutions including (but not limited to) the University of Minnesota, the University of Wisconsin, the University of Iowa, and other prestigious public universities have similar programs. However, degrees in Africana Studies are less common in the Mountain States, with approximately one program per state (exceptions include Idaho, which currently has no degree offerings, and Colorado which has two such

programs). Programs in this region include: the University of Montana (major, minor, and academic certificate), the University of Nevada (major and minor), the University of Utah (minor), the University of Wyoming (major and minor), the University of New Mexico (major), the University of Northern Colorado (major and minor), Colorado College (minor), and the University of Arizona (major). As such, offering such a program will give students from Idaho an advantage over institutions from neighboring states.

Strategic Plan

The proposed minor in Africana Studies meets two key elements of the new strategic plan for the University of Idaho.

First, *Engage*. According the strategic plan outlined by the College of Letters, Arts, and Social Science, engagement is “the vital process through which the University of Idaho touches and enriches the lives of others.” A part of this effort is to create programming that “reflect[s] the richness and diversity of the world around us.” Providing a central place for students to engage in previously provided course material aimed at engaging with American and global diversity, the minor in Africana Studies enhances the ability of UI to accomplish this goal.

Further, the strategic plan calls for students and curricula to *transform*. The strategic plan for the College of Letters, Arts, and Social Sciences argues that the college is: “committed to providing students a liberal education through exposure to a wide breadth of perspectives and experiences that encourage lifelong learning and develop a strong sense of personal and social responsibility”. This proposed minor provides a unique opportunity for our students to learn about the African diaspora, its history, and its continued role in social and political processes. Moreover, students who complete the minor will be given the opportunity to understand the ways that historical processes (colonialism, slavery, migration, apartheid, etc) effected and continue to affect the lives of people of African descent around the world. This will enable students to better understand the perspectives of black people throughout the world in historical and contemporary contexts. The minor will also empower those enrolled to engage with this knowledge in their professions and social lives.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	If yes, how many courses will be created:		1

If the request is for an option or emphasis enter the associated major and degree:

Major:		Degree:	
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	<u>Africana Studies</u>
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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:
<p>Learn and Integrate: <i>Students will be able to report on the history of Africa, African migration, and the experiences of people of African descent. Students will also be able to report about traditional and contemporary elements of Africana culture including, but not limited to, the development of different styles of music as well as Africana literature. Finally, students will be able to explain sociological theories regarding contemporary race relations and the modern experience of people in the African diaspora.</i></p> <p>Think and create: <i>Students will be able to discuss the socio-historical and contemporary experiences of people in the Africana diaspora from a variety of disciplinary perspectives (Anthropology, English, History, International Studies, Music, Political Science, and Sociology).</i></p> <p>Communicate: <i>Students will be able to communicate effectively about topics related to diversity and with diverse communities through oral, written, and visual formats with and among diverse communities.</i></p> <p>Clarify purpose and perspective: <i>Students will be able to explain their own positionality given socio-political-historical processes.</i></p> <p>Practice Citizenship: <i>Students will be able to explain the historical contexts that have given rise to our current global society.</i></p>	
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
<p>Each course offered through the minor will continue to be assessed as it has been historically; we will continue to use current assessment tools to verify the quality of affiliated courses. These are completed at the department level and include feedback from students. Further, the program director will be tasked, in part, with monitoring the quality of the courses and instructors affiliated with the program.</p> <p>Further, the director of the program will be tasked with completing an annual assessment through the college and university. This will include developing and disseminating assessment protocols (pre and post tests) to students as they enter and exit the program.</p>	

3.	How will you ensure that the assessment findings will be used to improve the program?
<p>The affiliated faculty will meet each semester to discuss the program and implement needed improvements. The director will be tasked with implementing changes as weaknesses become evident. This will be completed in conjunction with the affiliated faculty.</p>	
4.	What direct and indirect measures will be used to assess student learning?
<p>The director of the program will develop an assessment tool that will be distributed to students in Africana Studies 101. It will then be given to people graduating with the minor in order to evaluate the success the minor has had in reaching the learning outcomes outlined above.</p> <p>The director will also periodically facilitate a third party's construction of focus groups and interviews with students to evaluate areas needing improvement.</p>	
5.	When will assessment activities occur and at what frequency?
<p>Pre-tests will be completed each year in Africana Studies 101. Post-tests will be provided to graduating seniors who have completed the minor. These tests will measure knowledge of Africana history, culture, and social experiences. They will also evaluate students' understandings of academic theories related to the African diaspora. Interviews or focus groups with enrolled students will occur annually. There will be a faculty meeting every semester.</p>	

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	X	
Brief Description of financial impact:	<p>The program is built almost exclusively from courses already offered. While enrollment may be slightly elevated in courses currently offered, there should be room to accommodate program participants in the current course schedule. Thus it should not require a significant amount of resources.</p> <p>However, the director of the program may eventually require a course buyout in order to supervise/participate in instruction of AFST 101 and to manage their additional responsibilities as director.</p> <p>Depending on enrollment growth, this is a topic that may need to be revisited in the future.</p>		

Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is 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 Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1-26-17		
UCC Item Number:	UCC-17-033a		
UCC Approval Date:	03-27-2017	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:			

Required course work (10-12 cr):

AFST 101 Introduction to Africana Studies (3 cr)

One of the following courses on Contemporary Race Relations (3 cr):

ANTH 427 Race and Ethnic Relations (3cr)

SOC 427 Race and Ethnic Relations (3cr)

SOC 439 Inequality in the Justice System (3cr)

One of the following courses on Africana History or Present Experiences (3 cr):

ANTH 462 Human Issues in International Development (3 cr)

HIST 315 Comparative African American Cultures (3 cr)

HIST 331 The Age of African Empires (3 cr)

HIST 441 Slavery and Freedom in the Americas (3 cr)

IS 326 Africa Today (3 cr)

One of the following courses on Africana Music and Literature (1-3 cr):

ENGL 380 Introduction to U.S. Ethnic Literature (3 cr)

ENGL 483 African American Literatures (3 cr)

IS 370 African Community, Culture, and Music (1-3 cr)

MUSA 365 CE: World Beat Ensemble (1 cr)

MUSH 201 History of Rock and Roll (3 cr)

MUSH 410 Studies in Jazz History (3 cr)

Selected electives (6 -8 cr):

AMST 301 Studies in American Culture (3 cr)

ANTH 220 Peoples of the World (3 cr)

ANTH 261 Language and Culture (3 cr)

ANTH 412 Human Races (3 cr)

ANTH 462 Human Issues in International Development (3 cr)

COMM 335 Intercultural Communication (3 cr)

EDCI 302 Teaching Culturally Diverse Learners (4 cr)

ENGL 380 Introduction to U.S. Ethnic Literature (3 cr)

ENGL 483 African American Literatures (3 cr)

ENGL 485 Global Literatures in English (3 cr)

FLEN 315 French and Francophone Cinema in Translation (3 cr)

FLEN 391 Hispanic Film (3 cr)

HIST 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 441	Slavery and Freedom in the Americas (3 cr)
IS 325	The Contemporary Muslim World (3 cr)
IS 326	Africa Today (3 cr)
IS 370	African Community, Culture, and Music (1-3cr)
LAS 462	Human Issues in International Development (3 cr)
MUSA 365	CE: World Beat Ensemble (1 cr)
MUSH 201	History of Rock and Roll (3 cr)
MUSH 410	Studies in Jazz History (3 cr)
MUSH 420	Studies in World Music (3 cr)
POLS 480	The Politics of Development (3 cr)
SOC 340	Social Change & Globalization (3 cr)
SOC 334	Urban Sociology (3 cr)
SOC 427	Racial and Ethnic Relations (3 cr)
SOC 439	Inequalities in the Justice System (3 cr)
SOC 465	Environment, Policy, and Justice (3 cr)

Courses to total 18 credits for this minor.

**ROGRAM 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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	Education		
Department/Unit:	Curriculum & Instruction		
Dept/Unit Approval Date:	November 11, 2016	Vote Record:	Aye: 17 Nay: 0 Abstain: 0
College Approval Date:	CCC: 11/30/16 TECC: 12/1/16 CoE: 12/9/16	Vote Record:	Aye: 12 Nay: 0 Abstain: 0 Aye: 11 Nay: 0 Abstain: 0 Aye: 44 Nay: 0 Abstain: 1
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Taylor Raney tcraney@uidaho.edu		

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

To meet k-12 industry needs for teachers of mathematics, faculty from the departments of Curriculum & Instruction and Mathematics have partnered to propose this strand within the currently approved mathematics teacher endorsement program. Workload will be addressed through the offering of courses every other semester or year, as opposed to every semester or year, so faculty teaching loads will not increase. Assessment will be addressed through the regular assessment model in the College of Education, primarily including uploading into Taskstream of evidence against the Idaho Standards for Preparation of Professional School Personnel.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
---------------	--

New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	Yes	<input checked="" type="checkbox"/>	If yes, how many courses will be created:	four		

If the request is for an option or emphasis enter the associated major and degree:

Major:	Secondary Education	Degree:	B.S.Ed.
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	Basic Mathematics (teaching minor)

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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: The degree candidate demonstrates competency regarding the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for learners. The degree candidate demonstrates abilities to regard how students learn mathematics and develop mathematical thinking and provides opportunities that support their intellectual, social, and personal development. The degree candidate applies understanding regarding how students differ in their approaches to learning mathematics and creates instructional opportunities that are adapted to learners with diverse needs. The degree candidate uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills. The degree candidate uses a variety of communication techniques including verbal, nonverbal, and media to foster mathematical inquiry, collaboration, and supportive interaction in the classroom.
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:

Data are collected through an online information management system and used in program, department, and college meetings to make determinations regarding potential changes. These data include signature assignments common to each section of the course offered, faculty feedback regarding those assignments as well as dispositional, knowledge, and performance indicators, and degree candidate outcome scores on summative exams (Praxis II) for content and pedagogy. Data are collected using Taskstream software and maintained by the Director of Assessment and Accreditation, who proactively and reactively provides information to faculty and administration that is used to make curricular decisions.

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

National (Council for Accreditation of Educator Preparation), regional (Northwest Commission on Colleges and Universities, and state (Idaho State Board of Education) accrediting bodies require evidence of employment of assessment findings in program improvement. The Department of Curriculum and Instruction employs an ongoing improvement process that compels faculty to utilize assessment findings in any potential revisions to programs. The Basic Mathematics teaching minor program will become a part of the regular review process already in place for the other programs leading to recommendation for teacher certification/endorsement.

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

Degree candidates for this proposed strand within the existing C&I program will be assessed using a variety of methods, including assignments such as lesson plan creation and analysis of K-12 student work. Additionally, demonstration of competency in teaching the material to K-12 students is required. Degree candidates deliver mathematics education to students in practicum settings, allowing program faculty to evaluate learning of the material and abilities to deliver it effectively. Each of the identified SLOs above (including each indicator under each standard on the attached document) is evaluated using these identified degree candidate outputs. Each of the above indicators is assessed using formative and summative measures within each teacher preparation class, but the summative evaluation of all of the above is the University of Idaho Teacher Performance Assessment (UI-TPA). The UI-TPA is scored against a validated rubric and all of the above are expected to be demonstrated in that assessment, which is aligned to expected degree candidate learning outcomes.

5. When will assessment activities occur and at what frequency?

Assessment activities for teaching minors are ongoing, including annual spring evaluation of all indicators by faculty and consideration every seven years by the above-mentioned accrediting bodies. Programs leading to recommendation for initial certification/endorsement at the University of Idaho College of Education are up for accreditation consideration during the 2020-21 academic year.

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	<input checked="" type="checkbox"/>
Brief Description of financial impact:	While four courses have been created to be completed during this program, efficiencies have been identified by staggering the offerings of other mathematics education courses. Of the four courses, three of them are absorbed (financially, teaching load), while one will be necessarily paid for by Department of Curriculum and Instruction funds. All pertinent department and college administrative faculty have been consulted in this process and have committed to this plan.	

Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is 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 Budget Office, if applicable:	
Date Received by Institutional Research and Assessment:	
Date Received by UCC Secretary:	3-8-17
UCC Item Number:	UCC-17-039a
UCC Approval Date:	3-27-2017
Faculty Senate Item Number:	
Faculty Senate Approval Date:	
General Policy Report Number or Faculty Meeting Date:	
Office of the President Approval Date:	
State Board of Education Approval/Acknowledgement Date:	

D. Basic Mathematics Teaching Minor (21 cr)

EDCI 413 Data Analysis and Probability	(3 cr)
EDCI 416 Algebraic and Proportional Reasoning	(3 cr)
MTHE 409 Algebraic and Functional Reasoning	(3 cr)
MTHE 410 Proof and Argumentation	(3 cr)
EDCI 411 Geometry, Measurement, and Trigonometry	(3 cr)

One of the following two options:

Elementary Teacher Candidates:

MTHE 235 Mathematics for Elementary Teachers I	(3 cr)
MTHE 236 Mathematics for Elementary Teachers II	(3 cr)

Secondary Teacher Candidates:

Six credits of advisor approved electives

APM 45.35-- University of Idaho Unmanned Aircraft Systems ("UAS")

Updated: February 1, 2017~~Created: March 17, 2015~~

***Preamble:** This policy, and the related policies and procedures described herein, is intended to ensure that the University operates any unmanned aircraft system in the furtherance of its educational, research, and service missions, as well as in compliance with applicable federal and state laws. This policy shall be effective immediately.*

Contents:

- A. Definitions
- B. Policy
- C. Process/Procedure
- D. Contact Information

A. Definitions.

A-1. **Aircraft** means any contrivance invented, used, intended to be used, or designed to navigate, or fly, in the air.

A-2. **Unmanned Aircraft System ("UAS")** means an aircraft that is operated without the possibility of direct human intervention from within or on the aircraft and associated elements (including communication links and the components that control the unmanned aircraft) that are required for the pilot in command to operate safely and efficiently in the navigable airspace of the United States under the regulatory authority of the Federal Aviation Administration ("FAA").

A-3. **Certification of Waiver; Certificate of Authorization ("COA")** means a Federal Aviation Administration grant of approval for a specific unmanned aircraft flight operation. Standard use of a UAS under the Section 107 does not require a COA. [rev. 2-17]

A-4. **Navigable Airspace** means the airspace of the United States above the minimum altitudes of flight prescribed by the regulations of the FAA, including airspace needed to ensure safety in the takeoff and landing of aircraft.

A-5. **Public Operation COA** means a COA grant by the FAA for a public aircraft operation. Public aircraft operations are those conducted by a public agency, like the University, in furtherance of a governmental function.

A-6. **Governmental Function** means an activity undertaken by a government, such as national defense, intelligence missions, firefighting, search and rescue, law enforcement (including transport of prisoners, detainees, and illegal aliens), aeronautical research, biological or geological resource management.

A-7. **Civil Operation** means any UAS operation falling outside the scope of a public aircraft operation, such as an operation involving a commercial purpose

or an operation involving research or other institutional activity outside the definition of governmental function. ~~FAA authorization to fly a UAS in a civil operation may be granted under a Section 333 Exemption or a Special Airworthiness Certificate. In addition to obtaining FAA authorization for a Civil Operation, a COA must also be obtained from the FAA for any civil UAS flight operations. [rev. 2-17]~~

A-8. **Commercial Purpose** means the transportation of persons or property or other use of UAS for compensation or hire.

B. Policy.

B-1. **Introduction.** The University, in carrying out its educational, research, and service missions, may make use of Unmanned Aircraft Systems ("UAS"), more commonly known as "drones," in Navigable Airspace when granted authorization to do so by the FAA. As a "governmental instrumentality for the dissemination of knowledge and learning," the University of Idaho is eligible for Public Operation certificates of waiver or authorization ("COAs") from the FAA that permit the University to fly UASs in the furtherance of a Governmental Function and where use of UAS would otherwise be prohibited under current law. The University has committed to the FAA that it will not use any UAS for purposes that are not Governmental Functions, including but not limited to Commercial Purposes, or for purposes except as otherwise authorized by the FAA, including but not limited to authorization through a Special Airworthiness Certificate, Experimental Category, or through exceptions that may be granted under Section 333 of the FAA Modernization and Reform Act of 2012 ("Section 333") or through 14 C.F.R. §§107.1 et seq. ("Part 107"). This policy is intended to ensure University compliance with federal and state laws regarding UAS. [rev. 2-17]

B-2. **Policy.** No use of UAS may be undertaken by University faculty, staff, and students, or by third parties (including, but not limited to, consultants or contractors) acting on behalf of the University, without: 1) prior review by the UAS Committee; 2) approval by the Vice President for Research and Economic Development ("VPRED"), and if necessary, 3) approval by the FAA of a COA and/or other authorizations or exemptions applicable to the University use. [rev. 2-17]

Personal use of UAS by University faculty, staff, students, or third parties on University property, including but not limited to recreational or hobby flight of model aircraft, is governed by APM 95.35, Personal Use of Unmanned Aircraft Systems on Campus, which prohibits such use on University property. *See also* APM 35.35, Public Use and Liabilities.

C. Scope of Authority and Responsibility for Review, Approval, and Monitoring of University Use of UAS.

C-1. **UAS Committee.** The UAS Committee is an ad-hoc committee established by the President, pursuant to FSH 1620B-3, to advise the VPRED,

who acts on behalf of the President in matters related to the use of UAS. The Committee will report to the VPRED. The UAS Committee is the principal mechanism by which the University ensures that it is meeting its obligations under federal and state law applicable to UAS use and under any COA approved by the FAA and that ethical issues related to UAS use is given due consideration prior to use.

C-2. The UAS Committee will review and make a formal recommendation to the VPRED, or his or her designee, regarding any proposed use of UAS in Navigable Airspace by any members of the University of Idaho community, including faculty, staff, students, or by third parties acting on behalf of the University. The UAS Committee will consider the legal and ethical issues related to the UAS use and apply relevant law, guidance from federal agencies, etc., in determining whether a proposed use should be recommended to the VPRED for approval.

The UAS Committee will determine whether a proposed use can be recommended for approval as described, needs modification to be recommended for approval, or should be denied. The UAS Committee shall only recommend for approval those uses that it reasonably believes: to be a Governmental Function and therefore eligible for a Public Operations COA; to be within those areas of activity covered by other authorizations or exemptions that may be granted by the FAA to the University for Civil Operations, including Part 107; to be within the Model Aircraft Rule for educational use; or to be covered by an authorization by the FAA for Civil Operations held by a third party, subject to an agreement between the University and third party with respect to such services. [rev. 2-17]

The UAS Committee may deny a proposed UAS use on the basis of factors including, but not limited to: the proposed use constitutes a Commercial Purpose; the proposed use is not a Governmental Function eligible for coverage by a Public Operations COA; the proposed use is not covered by other forms of authorization by the FAA for Civil Operation of UAS; or the proposed use is prohibited by law without written consent of the individual or the owner of a farm, dairy, or other agricultural industry, and such consent has not and/or cannot be obtained.

If the UAS Committee denies a proposed use, the denial may be appealed, in writing, to the VPRED. Any proposed use which the UAS Committee determines needs modification may be recommended for approval, following completion of any required modifications.

The UAS Committee, with the assistance of the Office of Research Assurances ("ORA"), shall provide ongoing review of any use approved by the VPRED and covered by a COA issued or other forms of authorization provided by the FAA. The UAS Committee may, with the assistance of ORA and subject to approval by the VPRED, develop and implement: standard operating procedures for use and operation of UAS; procedures for submission of a proposal to the UAS Committee; procedures for appeal to the VPRED of any denial of a proposed

UAS use by the UAS Committee; and internal rules and procedures for the operation and administration of the UAS Committee, as may be consistent with this policy.

The Committee may recommend suspension or termination of any use it deems inconsistent with the use approved by the VPRED and/or the requirements of the applicable COA or other authorization granted by the FAA. Authority to suspend or terminate any previously approved use rests solely with the VPRED, or designee.

C-3. **Approval by VPRED.** Any proposed use of UAS recommended for approval by the UAS Committee shall be reviewed by the VPRED, or designee, and approved or denied. Only those ~~uses-operations~~ approved by the VPRED may be covered by an application to the FAA, as necessary, and/or undertaken by University personnel, students engaged in coursework, or third parties operating on behalf of the University; ~~a COA application submitted by the University to or a University-held COA approved by the FAA; an application submitted by the University for authorization for Civil Operations; or a Public Operations COA or other authorization from the FAA for Civil Operations held by a third party performing services on behalf of or collaborating with the University~~. Only the VPRED, or designee, may submit an application for a Public Operations COA or similar applications to the FAA ~~and/or submit an application for authorization for Civil Operations to the FAA~~, after consultation with the Office of General Counsel. [rev. 2-17]

The VPRED may, at his or her sole discretion, suspend or terminate any previous approval of UAS under this policy on the basis that actual use is inconsistent with the previous grant of approval by the VPRED and/or the requirements of an applicable COA.

D. Contact Information. For further information regarding implementation of this policy you may contact the [Office of Research Assurances](#), the [UAS Committee](#), or visit the [University UAS website](#).

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #22

**3:30 p.m. - Tuesday, March 28, 2017
Paul J. Joyce Faculty-Staff Lounge & Skype for Business
Order of Business**

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #21, March 21, 2017 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

Faculty Affairs/Senate Leadership: (vote)

- **FS-17-044:** FSH 3520 F-9 – Tenure Extension (Hrdlicka)
- **FS-17-057:** FSH 1570 – Faculty Secretary (Hrdlicka)

University Curriculum Committee

- **FS-17-058** (UCC-17-026a): Science – Statistical Science Graduate Certificate (Williams)
- **FS-17-059** (UCC-17-035a): Business – PGA Golf Management & Human Resources (Metlen)
- **FS-17-060** (UCC-17-035b): Business – PGA Golf Management Business Economics (Metlen)
- **FS-17-061** (UCC-17-035c): Business – PGA Golf Management Finance (Metlen)
- **FS-17-062** (UCC-17-035d): Business – PGA Golf Management Operations Management (Metlen)
- **FS-17-063** (UCC-17-035e): Business – PGA Golf Management Information Systems (Metlen)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #21
FS-17-044; 57 through 063

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #21, Tuesday, March 21, 2017

Present: Adekanmbi, Anderson (Mike), Anderson (Miranda), Boschetti, Brandt, Brewick, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Fisher, Foster, Godfrey (Coeur d'Alene), Hrdlicka, Johnson, Markuson, Morrison, Nicotra, Ostrom (Idaho Falls), Payant, Pregitzer, Vella, Stevenson for Wiencek (w/o vote), Wilson, Wright. **Absent:** Barbour, Brown, Donohoe, Folwell, Payant, Sixtos, Wiencek (w/o vote), Wilson.
Guests: 6

As a quorum of members slowly trickled in Chair Brandt called meeting #21 to order at 3:33 pm. A motion (Johnson/Miranda Anderson) to approve the minutes from the March 7th meeting passed without objection.

Chair's Report: The Chair announced that the Women's Center had received a significant grant for combating violence against women from the Justice Department. As part of this grant, the Women's Center is seeking to form a community response team to work with community members and law enforcement. They would like a senator to be part of this project. Senators interested in working on this project should contact Professor Brandt. The Chair also reminded senators that elections of new senators need to be completed by April 15th.

Provost's Report: Vice Provost Stevenson noted that Provost Wiencek was busy gathering feedback from units regarding the program prioritization plan. She also announced that Dr. Ginger Carney had accepted the position as the new Dean of the College of Science. Dr. Carney is from Texas A&M and will be starting in August.

FS-17-052: FSH 1640—Judicial Committees. Professor Hrdlicka, Chair of Committee on Committees (ConC), explained that this change would direct the ConC to give priority to tenured faculty when chairs are appointed for key judicial committees.

The change would recognize that placing an untenured faculty member on these committees has sometimes put untenured faculty in a difficult position. Professor Hrdlicka also pointed out that in the overview of which committees this change would apply to, the Student Appeals Committee (1640.83) was mistakenly left off the list. The Chair noted that this omission would be corrected.

A Senator wondered whether the proposed change had an undemocratic flavor to it by favoring tenured faculty. On the other hand, he also suggested that if committee chairs needed protection shouldn't it be a requirement that the chair be tenured. The Faculty Secretary commented that untenured faculty were not being excluded from these committees, but that tenured faculty were in a better position to deal with some of the pressures that might arise as chair. The ConC did discuss requiring that the Chair be tenured, but concluded that this might not always be possible. Chair Brandt noted that she was less concerned with whether untenured faculty needed to be protected, but felt that these committees can require immense amounts of time and more senior faculty should step up to take on these roles. One Senator expressed surprise that this requirement didn't already exist.

The proposal passed with no dissents although there were 2 abstentions.

FS-17-053: FSH 1620—University-Level Committees. Professor Hrdlicka explained this proposed change to the general regulations governing committees. This change to 1620 B-11 would require that instead of

taking an attempt to involuntarily remove a faculty member from a standing committee to the Faculty Senate; such a complaint should be resolved by the Committee on Committees. Professor Hrdlicka explained that the reason for the change is because concerns of this nature would be better resolved in a discrete manner in a small committee. A Senator suggested that the proposal should be amended to allow the faculty member being removed to appeal to the Faculty Senate. This motion to amend (Fisher/Brewick) passed without objection. The amended proposal would now read, “The membership of individual members of standing committees of the university faculty may not be terminated involuntarily except for cause and with the concurrence of the Committee on Committees with the possibility of appeal by the faculty member to the Faculty Senate.” The amended proposal passed without objection.

FS-17-051: Art & Architecture—New Urban Design Program. The Chair introduced Professor Polakit to discuss the proposal. She joined us from Boise. Professor Polakit explained that this is a proposal for a Certificate in Urban Design at the graduate level. This certificate will be offered in Boise and builds upon existing programs in the college. A question was asked about the requirement of 12 credits for internal admissions and 18 credits for external admissions. Professor Polakit stated that students already in the program will have taken some of the required courses. New students will need to take these required courses. The proposal passed unanimously.

FS-17-054: APM 30.12—Acceptable use of Technology Resources and

FS-17-055: APM40.10---University Space. Chair Brandt refreshed the Senate’s memory with regard to reviewing APM’s. Those that Senate Leadership considers to be of significant interest are put on the Senate agenda for communication purposes and comment, even though there is no official vote.

Dan Ewart Vice President of Administration and Infrastructure arrived just in time to discuss these APMs. Vice President Ewart explained that both of these APMs were very out-of-date and thus in need of being updated. It was also desirable to give the University more flexibility in dealing with technology and space concerns on campus. APM 30.12 is aimed at outlining the appropriate uses of UI technology resources and suggests possible misuses. Possible misuses of technology are outlined in section B-2. Mr. Ewart commented that he thought the document was now reasonably complete and thorough. Vice Chair Hrdlicka asked how B-2e fit with the university’s consulting policy? B-2e prohibits the use of technology resources for commercial purposes. Mr. Ewart responded that if the consulting was conducted as part of the faculty member’s university responsibilities, then it was protected. If the consulting was not approved as part of a person’s university responsibilities, then it would be prohibited. After a general discussion, it was agreed that there needed to be some clarification of the interaction between this policy and the consulting policy.

A Senator asked if the university had responsibility for providing leadership when a person uses bad software. Vice President Ewart stated that this was a core part of what IT does and the university will help with problems caused by such things as phishing. However, an employee is responsible for following the policy and if they consistently make errors, they are responsible. The policy is not about punishment, but non-compliance may lead to remedial measures. Mr. Ewart was also asked if the wording in B-2f regarding checking email could be read in an excessively literal way to exclude responding to email. Mr. Ewart indicated that they might be willing to consider a rewording. [N.B. The Faculty Secretary proposed removing two words from B-2f “checking of” to address this concern to which Mr. Ewart agreed.]

With regard to APM 40.10, Vice President Ewart noted that this policy had undergone significant revision. There were inconsistencies between this policy, as it existed, and others. Also, rather than having fragmented responsibility over decisions over space, it was decided that the responsibility over same be listed as the President, or his/her designee. Membership on the Space Advisory Council will be determined

by the President. This APM sought to simplify the space request process. Mr. Ewart assured the Senate that there will be appropriate faculty representation on the Space Advisory Council.

A Senator asked about the allocation of space between teaching and research. Mr. Ewart stated that this was not specifically discussed in this APM, but that consideration of such needs would certainly be part of allocation decisions. Another Senator noted that F&A rates were affected by the amount of space dedicated to research. Vice President Ewart stated this was true, but this was balanced across the university. Chair Brandt commented that there were various other committees that feed into this larger process.

FS-17-056: APM 45.15—Subawards and Subcontracts. Chair Brandt introduced Deb Shaver, Director of Sponsored Programs, to discuss this APM. Ms. Shaver explained that this APM required revision to conform to Uniform Guidance. The major change allows a sub-contractor to also capture the full F&A rate. Another change helps smaller entities like non-profits to charge a 10% F&A rate, without going through an elaborate process. A Senator asked what would happen if a lower F&A rate than 10% were negotiated. Ms. Shaver stated that such negotiations would be honored. In response to another question, Ms. Shaver stated that when the UI issues a sub-contract than the F&A rate would be charged on a portion of the sub-contract.

Adjournment: With no other business on the agenda, Chair Brandt entertained a motion (Brewick/Foster) to adjourn at 4:25. This motion passed unanimously. Chair Brandt than invited all in attendance to join in a song of Happy Birthday and share a piece of chocolate cake in honor of the 40th birthday of the Vice-Chair.

Respectfully submitted,

Don Crowley, Faculty Secretary and
Secretary to the Faculty Senate



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 3520 F-9 – Tenure Extension

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): Senate Leadership, Liz Brandt Chair
 (Please see FSH 1460 C) Name _____ Date _____
Telephone & Email: ebrandt@uidaho.edu

Policy Sponsor: (If different than originator.) _____
 Name _____ Date _____
Telephone & Email: _____

Reviewed by General Counsel Yes No Name & Date: _____
 FAC approved 2/13/17, Chair Brian Ellison bellison@uidaho.edu

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.

To clarify at what time a request for a tenure extension under FSH 3520 F-9 should take place. The intent is before commencing the tenure 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.

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)

FSH 3520 F-9. Extensions.

a. Childbirth/Adoption: A faculty member in a tenure track position who becomes the parent of a child by birth or adoption, may request an automatic one-year extension of the probationary period for tenure. ~~The faculty member must notify, by formal written request, the Provost in a timely fashion and include appropriate documentation of the birth or adoption.~~ Childbirth or adoption shall be considered an exceptional case justifying an extension under Regents' Policy II.G.(4)(b) and will not prejudice a subsequent contract renewal decision. In the event that the extension is requested and granted ~~occurs~~ before the third year review, the review is also automatically delayed for one year. *[add 7-11]*

b. Other Circumstances: An extension of the probationary period for tenure may be granted in other circumstances that may impede a faculty member's progress toward achieving tenure, including significant responsibilities with respect to elder/dependent care obligations and disability/chronic illness, or other exceptional circumstances. *[rev. 7-11]*

c. Procedure for Requesting an Extension. ~~The procedures for requesting an extension are:~~

1. The faculty member must request the extension from the Provost in writing by June 1st of the spring semester before the review process begins and must include appropriate documentation of the childbirth, adoption, or other circumstance. ~~provides a written request to the Provost.~~
2. ~~Requests should be made in a timely manner, proximate to the events or circumstances that occasion the request. All requests should state the basis for the request and include appropriate documentation.~~
- 3.2. Except to obtain necessary consultative assistance on medical or legal issues, only the Provost will have access to documentation pertaining to a request related to disability or chronic illness. The provost will, at his or her discretion, determine if consultation with the dean and/or department is appropriate. The provost shall notify the faculty member, department chair, and dean of the action taken.
- 4.3. In most cases, extension of the probationary period will be for one year. However, longer extensions may be granted upon a showing of need by the faculty member. Multiple extension requests may be granted. ~~All requests for probationary period extensions shall be made prior to commencing with a tenure or contract renewal review.~~
- 5.4. If a probationary period extension is approved, a reduction in productivity during the period of time addressed in the request should not prejudice a subsequent contract renewal decision. In the event the probationary period is approved before the third year review, the review is automatically delayed. *[rev. 7-11]*

UI FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

July 2011

1570

SECRETARY OF THE FACULTY

PREAMBLE: This section outlines the appointment, responsibilities, and duties of the Secretary of the Faculty. The faculty secretaryship is a position of long standing in the university and this section appeared first in the 1979 edition of the Handbook. The first substantial revision was that of November, 1991, where the faculty secretaryship was redefined as a half-time position (allowing for the creation of a half-time ombudsman position) and the responsibilities of the office were substantially changed. The second substantial revision was done in 2003 to reflect current practice and responsibilities. In 2009 responsibility for vita preparation was removed from the Office of the Faculty Secretary and placed with the faculty. Except where noted, the text remains as it was in 1996. For further information, contact the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, 7-03, rev. 7-11]

CONTENTS:

- A. Appointment
- B. Responsibilities and Duties
- C. Nomination Process for Secretary of the Faculty

A. APPOINTMENT.

A-1. The secretary of the faculty (aka faculty secretary, policy coordinator see FSH 1460) is appointed on a fiscal-year basis by the president from among the tenured members of the university faculty or faculty emeriti [see 1520 II-1 and III-2]. The president appoints the secretary of the faculty from a list of candidates recommended by a nominating committee and ratified by the Faculty Senate [see C below]. [rev. 7-02, ed. 7-09]

A-2. Release time for the faculty secretary will be at least one-half time and may be greater, at the discretion of the president, depending on the circumstances, the needs of the Faculty Senate, and the needs of the faculty member appointed. [ed. 7-09]

A-3. The term of service is three years and is renewable. [rev. 7-02]

A-4. The faculty secretary serves at the pleasure of the president and reports to the chair of the Faculty Senate and to the provost. The provost, in consultation with the chair and vice chair of the Faculty Senate, conducts an annual review of the faculty secretary. Early in the third year of service, an in-depth evaluation is conducted by the provost and the chair of the Faculty Senate. Included are evaluations by the senate as a whole, by other appropriate administrators and faculty, and by the incumbent. A confidential evaluation report is given to the president for review and discussion with the incumbent by the first week in October in the third year of service. [rev. 7-02, ed. 7-09]

B. RESPONSIBILITIES AND DUTIES. The Secretary of the Faculty shall: [rev. 7-02]

B-1 Serve as a major source of information for UI administrators, faculty, staff personnel and students concerning policies, regulations, and procedures; serve as a channel of communication to the members of the university faculty concerning administrative and regents' actions; work with the administration and Faculty Senate in achieving positive outcomes to university policies and procedures; and serve as a liaison with the President's Office to ensure proper maintenance and publication of the policy and procedures handbooks (see FSH 1460).

B-2 Serve as Policy Coordinator (FSH 1460 B-5) with oversight the editor of the Faculty-Staff Handbook (FSH) and Administrative Procedures Manual (APM) to ensure the timely and orderly adoption of policies and procedures including, but not limited to: 1) consulting and collaborating with the administration to identify and address policy issues; 2) keeping upper administrative officials informed of policy proposals being developed by university committees and others; 3) advising on the development and drafting of policy; 4) identifying policies in need of revision and ensuring that such revisions are addressed; 5) ensuring that institutional processes for the development of policies and procedures are followed; and 6) keeping the university community informed Inform Faculty Senate of

- Commented [TA(1)]:** This first sentence is from B-10.
- Commented [TA(2)]:** This middle sentence was part of original B-1.
- Commented [TA(3)]:** The Fac. Sec. works with Counsel, Provost, FAC, UCC, and is part of Sen. Leadership who work through items of concern that arise from changes submitted by a policy sponsor (HR, Research, Infrastructure, DOS, et al). This role is crucial to ensure everyone's work to-date is not lost and to avoid presidential disapproval.
- Commented [TA(4)]:** Last sentence here was in original B-8 moved to B-2 below.
- Commented [TA(5)]:** This was B-8 moved here, everything that follows below is linked to this and the above role, including the UFM which is the last Faculty Governance approval process before the President.

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE
Section 1570: Secretary of the Faculty

~~any additions and changes to the handbook policy and procedures. See 1460 for a more detailed description on the university-wide policy process which includes students, Staff Council, Faculty Senate, University Faculty, the President and Regents. Serve as a major resource to the faculty and administrators with respect to the contents of the handbook and participate in keeping it up to date. Serve as a liaison with the President's Office to ensure proper maintenance and publication of the handbooks. [ren. and rev. 7-02, ed. 7-09]~~

Commented [TA(6)]: Combined and moved these last two sentences into B-1 above.

~~**B-13.** Prepare, with the president's approval, to oversee the preparation of the agenda and supporting documents for each meeting of the university faculty, with the approval of the president; record and publish the minutes of meetings; ensure that forward reports of actions of the university faculty are forwarded to the president, and the Department of Special Collections and Archives in the University Library, and other interested parties with copies of the minutes of the university faculty meetings; and [rev. 7-02, 7-11]~~

Commented [TA(7)]: This is part of B-1 that was moved here to follow the policy process mentioned above.

Commented [TA(8)]: No longer happens, available on the web.

~~**B-3.** Oversee the placement of Faculty Staff Handbook sections and keywords on the UI policy and regulations website. [add. 7-02]~~

~~**B-49.** Prepare Ensure the accurate and timely preparation and distribution of for publication General Policy Reports for publication and distribution to the for review and approval of university faculty for review and approval. [add 7-02, 7-11]~~

Commented [TA(9)]: Was original B-9 moved up here to follow the process.

~~**B-45.** Serve as an ex-officio nonvoting member of the Faculty Senate, work closely with and advise the chair and vice chair of Faculty Senate on policy matters and on the conduct of senate business, and, as his or her primary responsibility, provide services related to shared governance on request from for the Faculty Senate, and other faculty bodies, faculty, staff, students, and Perform such other duties related to faculty governance as may be assigned by the president or the president's designee or the university faculty. [ren. 7-02, ed. 7-09]~~

Commented [TA(10)]: This last sentence was B-11 below.

~~**B-56.** Serve as secretary to an ex officio nonvoting member of the Committee on Committees. Oversee the process for solicitation of faculty members to serve on university-wide standing committees and the publication of committee function statements and membership lists. [ren. and rev. 7-02]~~

~~**B-67.** Serve as an ex-officio nonvoting member of the University Curriculum Committee, and cooperate work closely with UI officials to ensure the accuracy of all published academic information. [ren. and rev. 7-02]~~

~~**B-78.** Serve as chair of the University Multi-campus Communications Committee, 1640.94. [add. 1-10]~~

~~**B-29.** Serve as webmaster and/or supervisor for the Oversee and ensure the accuracy of the Faculty Senate, and Faculty Secretary, Faculty Staff Handbook, Administrative Procedures Manual and University Policy websites. Oversee the placement of material on those websites and historical records. [add. 7-02, ed. 7-09]~~

Commented [TA(11)]: The committee service Senate, UCC and ConC noted above are all part of the faculty governance process and are crucial to the Fac. Sec.'s role and communication and tracking of information/policies happens through the websites.

~~**B-10.** Serve as a source of information for UI personnel and students concerning policies, regulations, and procedures. [ren. 7-02]~~

Commented [TA(12)]: Moved to B-1 above.

~~**B-11.** Perform such other duties related to faculty governance as may be assigned by the president or the president's designee or the university faculty. [ren. 7-02]~~

C. NOMINATION PROCESS FOR SECRETARY OF THE FACULTY.

~~**C-1.** The chair of the Faculty Senate appoints a five-member nominating committee, with the concurrence approval of the Faculty Senate. The committee is composed of the provost and four other members of the senate, one of whom shall be the Faculty Senate Chair, or his/her designee, who shall serve as the committee chair. [ed. 7-09]~~

~~**C-2.** The nomination committee should seek out and give preference to nominees who have the following qualifications; (1) attained the rank of full professor or are faculty emeriti, (2) communication print and electronic publication editing skills, (3) supervisory experience, (4) have had extensive experience in university service, and (5) have a good excellent understanding and commitment to the role and mission of the University of Idaho. [add. 7-02]~~

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE
Section 1570: Secretary of the Faculty

C-3. The committee advertises the position, solicits and accepts applications and nominations, and screens candidates. The committee functions in a confidential manner. *[ren. 7-02]*

C-4. The committee recommends a list of candidates for ratification by the Faculty Senate. The senate may meet in executive session to discuss candidates recommended by the nominating committee. The senate may not add names to those recommended by the nominating committee but may choose to delete any of the candidates nominated by the committee. *[ren. and rev. 7-02]*

C-5. The Faculty Senate forwards the names of nominees ratified by the Faculty Senate to the president. The president selects the faculty secretary from that list or requests that a new group of nominees be selected following the procedures outlined in C-1 through C-4. *[ren. 7-02, ed. 7-09]*

**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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	Science		
Department/Unit:	Statistical Science		
Dept/Unit Approval Date:	November 17, 2016	Vote Record:	9 – 0 to approve
College Approval Date:	December 7, 2016	Vote Record:	5 – 0 to approve
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Chris Williams (chrisw@uidaho.edu)		

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

The Graduate Data Analytics certificate is intended to train students to manage and analyze data, and interpret results from data analyses, particularly from large data sets. The certificate leverages the expertise from faculty in several units to give students a strong interdisciplinary background in this emerging area. Each of the three units involved in the required courses (Statistical Science, Computer Science, and Business) have allocated resources to allow their new course to be offered on a regular basis.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input checked="" type="checkbox"/>	Undergraduate Level:	<input type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	If yes, how many courses will be created:	Three	

If the request is for an option or emphasis enter the associated major and degree:

Major:		Degree:	
--------	--	---------	--

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	Graduate Certificate in Data Analytics
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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:
	<ol style="list-style-type: none"> The student will be able to access data from a variety of formats, including large data sets The student will be able to manage (large) data sets, and use data visualization methods to understand data The student will be able to competently analyze (large) data sets and work with subject matter experts to draw valid inferences from fitted models.
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
	Each course will have their own learning outcomes which will be assessed within their unit. Learning outcomes for the three required courses will each include at least one of the three certificate learning outcomes listed above. Required courses will each include some type of project or presentation to allow students to demonstrate competence with learning outcomes. For example, for the second outcome of managing and visualizing large data sets, students could be given a data set and a rubric could be developed to measure how well they managed the data and how thoroughly they used visualization to understand it. Additionally, faculty from the different departments will meet on a yearly basis to discuss the courses, their learning outcomes, and what measures are being used to assess learning outcomes in each course. Separate conversations will be held with departments teaching elective courses for the certificate, to coordinate with them on assessing the learning outcomes for the certificate.
3.	How will you ensure that the assessment findings will be used to improve the program?
	Findings from direct and indirect measures will lead to suggested changes in the courses, which will be implemented when the courses are next offered.
4.	What direct and indirect measures will be used to assess student learning?
	Direct measures will include student presentations and projects. Indirect measures will include course grades and feedback from exit interviews and course evaluation information from students.
5.	When will assessment activities occur and at what frequency?
	Courses are mostly offered yearly, so assessment activities will occur on a yearly cycle. Additionally, faculty from the different departments will meet on a yearly basis to discuss the courses.

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	X
Brief Description of financial impact:	Each unit offering a required course (Statistical Science, Computer Science, and Business) has allocated teaching capacity to be able to offer their course on a regular basis.	

Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is 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 2017		
Date Received by the Office of the Provost and Executive Vice President:	1/11/17 - mdds		
Date Received by Budget Office, if applicable:	N/A		
Date Received by Institutional Research and Assessment:	done		
Date Received by UCC Secretary:	12-14-2016		
UCC Item Number:	UCC-17-026a		
UCC Approval Date:	3-20-2017	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:			

The Graduate Data Analytics certificate is intended to train students to manage and analyze data, and interpret results from data analyses, particularly from large data sets. The certificate leverages the expertise from faculty in several units to give students a strong interdisciplinary background in this emerging area. In addition to existing requirements for a Graduate Academic Certificate:

Prerequisites:

STAT 431 or an equivalent course.

Experience with statistical software or programming equivalent to the background of a student completing STAT 431.

Required Coursework:

CS 456	Data Science	(3 cr)
MIS 455/555	Data Management for Big Data	(3 cr)
STAT 517	Statistical Learning and Predictive Modeling	(3 cr)

Also one of the following (3 cr):

BCB 510	Computational Science for Biologists	(3 cr)
BCB 511	Applied Bioinformatics	(3 cr)
CS 472/572	Evolutionary Computation	(3 cr)
CS 476/576	Machine Learning	(3 cr)
MKTG 431	Marketing Analytics	(3 cr)
STAT 456	Quality Management	(3 cr)
STAT 507	Experimental Design	(3 cr)
STAT 519	Multivariate Analysis	(3 cr)
STAT 565	Computer Intensive Statistics	(3 cr)

Note: Credits to total 12 for this graduate academic certificate. At least half of the credits must be at the graduate level.

University of Idaho
College of Business and Economics

Department of Business

PO Box 443161

Moscow, Idaho 83844-3161

Phone: 208-885-6295

Fax: 208-885-5347

12/03/2016

RE: Participation in the Analytics Certificate

Dear Chris,

As Chair of the Department of Business in the College of Business and Economics I am honored to have the college and department participate in the proposed Graduate Certificate in Analytics. This certificate will provide a means for faculty from our two departments and others to collaborate on an important emerging area. We are committed to offer the following courses at least once per year for up to three years based on an annual review of student participation and comment:

BUS439 (will become OM439) Systems and Simulation
BUS/SATS456 (will become OM/STATS456) Quality Management
MIS455/555 Data Management for Big Data
MKTG431 Marketing Analytics

We will also consider the possibility of recording the course, which would allow the certificate to be made available to distance students.

Sincerely,



Dr. Scott Metlen
Department Head of the Department of Business

**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form**

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Submission Information

This section must be completed

College:	College of Business and Economics		
Department/Unit:	Department of Business		
Dept/Unit Approval Date:	10/14/2016	Vote Record:	17 for and 1 abstained
College Approval Date:	11/14/2016	Vote Record:	Passed unanimously 21 for
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Scott Metlen	metlen@uidaho.edu	

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

The Management and Human Resources major prepares students to build and manage a productive workforce. The management emphasis, in particular, has a macro focus oriented toward individuals who will operate their own businesses or who aspire to a general managerial focus. The human resources management emphasis is directed toward those individuals preparing for careers in talent management, recruitment and selection, training, compensation and benefits, and labor relations. The PGA Golf Management option prepares students specifically for a successful career in the golf industry by addressing skill sets for the growing demand for graduates to fill positions that could benefit from a background in management and human resources (e.g., Head Golf Professional, Teaching Professional, Director of Golf, Golf Course Development, Golf Manufacturer Management, Golf Retail, Sales Representative, Tournament Director). Accredited by the Professional Golfers' Association (PGA) of America, the PGA Golf Management program at the University of Idaho is one of 18 programs of its kind in the nation and the only PGA Golf Management program in the Pacific Northwest. The accrediting agency has expressed an interest in providing PGA students a wider set of program options which will allow students to customize their program of study to match the needs of different careers within the golf industry. In this program, students will build their professional skills in both golf and business and employee management through internships and hands-on learning on the university's 18-hole golf course and other venues.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	

Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	<input checked="" type="checkbox"/>	Yes	If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:	Management and Human Resources (B.S.Bus.)	Degree:	B.S.Bus.
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Enter the name of the program component in the appropriate row:

Option:	PGA Golf Management: Management and Human Resources (B.S.Bus.)
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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:
<p>PGA Golf Management: Management and Human Resources students will be able to:</p> <ol style="list-style-type: none"> Align HR processes and goals with the strategic business objectives of a firm (Bus 411 – assessed in exams, 417 – assessed in exams, 418 – assessed in exams and a team project) Design, implement and evaluate effective recruiting and selection methods that help a firm develop and maintain a source of sustainable competitive advantage (Bus 411 – assessed in essay-based exams and 15 experiential-learning assignments) Design a training program using a useful framework for evaluating training needs, designing a training program, and evaluating training results (Bus 417 – assessed in exams and a team project). Understand the cross-disciplinary, integrated nature of the management function (Achieved through a set of cross-disciplinary electives: OM, Finance/Accounting, Marketing and Information systems courses) Understand how to develop golf business specific goals and strategies for overall facility improvement Develop and implement a comprehensive golf instruction plan to improve a golfers playing ability. Understand and be able to implement a customer relationship management program to strengthen customer relationships and enhance the promotional program of a golf facility. 	

2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
<p>The following process will be used annually to evaluate student achievement as it relates to intended learning outcomes:</p> <ul style="list-style-type: none"> • Led by the Management/HR Area Coordinator, Management/HR and Golf Management faculty will meet on an annual basis to refine and update student learning outcomes as they pertain to the PGA Golf Management: Management and Human Resources Emphasis. Note that this is an activity that already takes place among the faculty for the other Management and Human Resources Emphasis, Management Emphasis and Human Resources Management Emphasis. • Management/HR and Golf Management faculty, in consultation with the Assistant Dean of the College of Business and Economics, will evaluate prior year's assessment information. Input will also be sought concerning any possible issues related to AACSB accreditation. • Management/HR and Golf Management faculty will evaluate appropriateness and effectiveness of measurement items and tools being used to evaluate student achievement. Measurement items and tools will be adjusted as deemed necessary by faculty. • Data will be collected from current year courses within the emphasis. The Management/HR Area Coordinator will obtain debriefs from a sample of instructors concerning performance of students enrolled in the emphasis and identify areas of improvement. The Management/HR Area Coordinator will conduct personal interviews with a sample of students enrolled in the emphasis. • Management/HR and Golf Management faculty will meet to discuss collected data/information concerning student achievement as it relates to emphasis' intended learning outcomes and plan program improvement measures. <p>Management/HR and Golf Management faculty will implement a program of improvement measures.</p>	
3.	How will you ensure that the assessment findings will be used to improve the program?
<p>As with all other majors, we take feedback from assessment and adjust curriculum and delivery. These steps are documented and can be traced. In addition, the CBE is accredited by AACSB and the Golf Management program is accredited by the PGA of America. In addition, The University of Idaho is accredited by the Northwest Commission on Colleges and Universities (NWCCU), which also requires continual measurement and assessment of program quality. All programs are on a five year rotation. For each accreditation program evaluations are made to determine if that feedback loop is indeed followed. Thus, the feedback from assessment continuously guides our improvement efforts.</p>	
4.	What direct and indirect measures will be used to assess student learning?
<p>Direct: Direct assessment of student learning will be measured using scores/grades on assignments, quizzes, and examinations within the specific courses that the student takes to complete their emphasis requirements.</p> <p>Indirect: the PGA reports how our students are doing and the Program receives feedback from students about their learning experience and how those experiences have prepared them for a career in the golf industry.</p> <p>Indirect: The PGA program knows exactly where their students are hired, internship supervisors provide feedback to the program on each student, in addition students complete surveys on their internships and learning activities throughout the program. The PGA is always assessing the effectiveness of the program through accreditation and evaluation of each student's performance once per year. In addition, the Assistant Dean in the College of Business and Economics employs a survey tool to measure self-reported learning from graduates across all discipline areas in the college. While the information from this survey is primarily used for college accreditation purposes, it can also be used to assess student learning at the level of major, option, and emphasis.</p>	
5.	When will assessment activities occur and at what frequency?
<p>Direct measures occur continuously within the classroom, indirect measures are once per year.</p>	

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	x
Brief Description of financial impact:	This option is requested so that CBE students interested in Golf Management will have flexibility in selecting the business major they can acquire. In addition, allowing Golf Management students to major in a larger set of majors will also level load teaching resources more effectively. It is possible that allowing Golf Management students the flexibility to earn a major of their choosing will increase enrollment. However, it would take over 50 new students at the in-state rate minus an average of \$2000 scholarship per student per year to exceed a \$250,000 impact. Thus, the expected impact is less than \$250,000.	

Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is 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.

Curricula Information

Curriculum:	<p>PGA Golf Management Option*</p> <p>Required course work includes all Management and Human Resources requirements, one of the Management and Human Resources emphases and:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Bus 103</td> <td style="padding: 2px;">Introduction to PGA Golf Management</td> <td style="text-align: right; padding: 2px;">(2 cr)</td> </tr> <tr> <td style="padding: 2px;">Bus 150</td> <td style="padding: 2px;">PGA Golf Management I</td> <td style="text-align: right; padding: 2px;">(2 cr)</td> </tr> <tr> <td style="padding: 2px;">Bus 251</td> <td style="padding: 2px;">PGA Golf Management II</td> <td style="text-align: right; padding: 2px;">(2 cr)</td> </tr> <tr> <td style="padding: 2px;">Bus 298</td> <td style="padding: 2px;">Internship</td> <td style="text-align: right; padding: 2px;">(4 cr)</td> </tr> <tr> <td style="padding: 2px;">Bus 385</td> <td style="padding: 2px;">PGA Golf Management III</td> <td style="text-align: right; padding: 2px;">(2 cr)</td> </tr> <tr> <td style="padding: 2px;">Bus 386</td> <td style="padding: 2px;">Food & Beverage Hospitality with Lab</td> <td style="text-align: right; padding: 2px;">(4 cr)</td> </tr> <tr> <td style="padding: 2px;">Bus 398</td> <td style="padding: 2px;">Internship</td> <td style="text-align: right; padding: 2px;">(6 cr)</td> </tr> <tr> <td style="padding: 2px;">Rec 105</td> <td style="padding: 2px;">Teaching Golf I</td> <td style="text-align: right; padding: 2px;">(2 cr)</td> </tr> <tr> <td style="padding: 2px;">Rec 205</td> <td style="padding: 2px;">Teaching Golf II</td> <td style="text-align: right; padding: 2px;">(2 cr)</td> </tr> <tr> <td style="padding: 2px;">Rec 305</td> <td style="padding: 2px;">Teaching Golf III</td> <td style="text-align: right; padding: 2px;">(2 cr)</td> </tr> </table> <p>Bus 251 and Bus 385, together, can be used to meet the requirement for the Specialized Elective or the Marketing & Entrepreneurship Elective.</p> <p>Bus 386 can be used to meet the Operations Management Elective requirement.</p> <p>Courses to total 130 credits for this degree</p> <p>*Students must have a 12.0 handicap or better to enter this program. Students must also be a U.S. citizen to be eligible for PGA membership.</p>	Bus 103	Introduction to PGA Golf Management	(2 cr)	Bus 150	PGA Golf Management I	(2 cr)	Bus 251	PGA Golf Management II	(2 cr)	Bus 298	Internship	(4 cr)	Bus 385	PGA Golf Management III	(2 cr)	Bus 386	Food & Beverage Hospitality with Lab	(4 cr)	Bus 398	Internship	(6 cr)	Rec 105	Teaching Golf I	(2 cr)	Rec 205	Teaching Golf II	(2 cr)	Rec 305	Teaching Golf III	(2 cr)
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Rec 305	Teaching Golf III	(2 cr)																													

Office of the Registrar Information

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1-19-17		
UCC Item Number:	UCC-17-035a		
UCC Approval Date:	3-20-2017	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:			

**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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	College of Business and Economics		
Department/Unit:	Department of Business		
Dept/Unit Approval Date:	10/14/2016	Vote Record:	17 in favor one abstained
College Approval Date:	11/14/2016	Vote Record:	Passed unanimously 20 for
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Scott Metlen	metlen@uidaho.edu	

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

The Economics major prepares students for positions in companies where they have to understand how decisions are made by consumers, corporations, and governments about the use of resources. The PGA Golf Management option prepares students specifically for a successful career in the golf industry. Accredited by the Professional Golfers' Association (PGA) of America, the PGA Golf Management program at the University of Idaho is one of 18 programs of its kind in the nation and the only PGA Golf Management program in the Pacific Northwest. The accrediting agency has expressed an interest in providing PGA students a wider set of program options which will allow students to customize their program of study to match the needs of different careers within the golf industry. In this program, students will build their professional skills in both golf and organizational management through internships and hands-on learning on the university's 18-hole golf course and other venues. Students will explore the ins and outs of the dynamic golf industry and study such areas as teaching golf, promotional marketing, golf course design, golf course management and more.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	

Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	<input checked="" type="checkbox"/>	Yes	If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:	Business Economics	Degree:	B.S.Bus.
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Enter the name of the program component in the appropriate row:

Option:	PGA Golf Management: Business Economics (B.S.Bus.)
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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:
<p>PGA Golf Management: Business Economics</p> <ol style="list-style-type: none"> 1. Explain how decisions made by consumers, corporations and governments about the use of resources – like time and money – affect business. (all ECON courses) 2. Explain consumer and firm behaviors and market and policy outcomes as the business and natural environment changes. (all ECON courses) 3. Design and conduct an economic research project. (ECON490) 4. Understand the integrated focus of business, accounting and economic principles. (all ECON courses) 5. Understand how to develop golf business specific goals and strategies for overall facility improvement 6. Develop and implement a comprehensive golf instruction plan to improve a golfers playing ability. 7. Understand and be able to implement a customer relationship management program to strengthen customer relationships and enhance the promotional program of a golf facility. 	

2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
<p>The following process will be used annually to evaluate student achievement as it relates to intended learning outcomes:</p> <ul style="list-style-type: none"> • Led by the Economics Area Coordinator, Economics, and Golf Management faculty will meet on an annual basis to refine and update student learning outcomes as they pertain to the PGA Golf Management: Business Economics. Note that this is an activity that already takes place among the faculty for Business Economics. • Economics and Golf Management faculty, in consultation with the Assistant Dean of the College of Business and Economics, will evaluate prior year's assessment information. Input will also be sought concerning any possible issues related to AACSB accreditation. • Economics and Golf Management faculty will evaluate appropriateness and effectiveness of measurement items and tools being used to evaluate student achievement. Measurement items and tools will be adjusted as deemed necessary by faculty. • Data will be collected from current year courses within the emphasis. The Economics Area Coordinator will obtain debriefs from a sample of instructors concerning performance of students enrolled in the emphasis and identify areas of improvement. The Economics Area Coordinator will conduct personal interviews with a sample of students enrolled in the emphasis. • Economics and Golf Management faculty will meet to discuss collected data/information concerning student achievement as it relates to emphasis' intended learning outcomes and plan program improvement measures. <p>Economics and Golf Management faculty will implement a program of improvement measures.</p>	
3.	How will you ensure that the assessment findings will be used to improve the program?
<p>As with all other majors, we take feedback from assessment and adjust curriculum and delivery. These steps are documented and can be traced. In addition, the CBE is accredited by AACSB and the Golf Management program is accredited by the PGA of America. In addition, The University of Idaho is accredited by the Northwest Commission on Colleges and Universities (NWCCU), which also requires continual measurement and assessment of program quality. All programs are on a five year rotation. For each accreditation program evaluations are made to determine if that feedback loop is indeed followed. Thus, the feedback from assessment continuously guides our improvement efforts.</p>	
4.	What direct and indirect measures will be used to assess student learning?
<p>Direct: Direct assessment of student learning will be measured using scores/grades on assignments, quizzes, and examinations within the specific courses that the student takes to complete their emphasis requirements.</p> <p>Indirect: the PGA reports how our students are doing and the Program receives feedback from students about their learning experience and how those experiences have prepared them for a career in the golf industry.</p> <p>Indirect: The PGA program knows exactly where their students are hired, internship supervisors provide feedback to the program on each student, in addition students complete surveys on their internships and learning activities throughout the program. The PGA is always assessing the effectiveness of the program through accreditation and evaluation of each student's performance once per year. In addition, the Assistant Dean in the College of Business and Economics employs a survey tool to measure self-reported learning from graduates across all discipline areas in the college. While the information from this survey is primarily used for college accreditation purposes, it can also be used to assess student learning at the level of major, option, and emphasis.</p>	
5.	When will assessment activities occur and at what frequency?
<p>Assessment activities will take place on a regular basis.</p> <ul style="list-style-type: none"> • <i>Course assessment</i> will take place every semester using information collected from student evaluations, course-specific surveys, and aggregate student performance on assignments, quizzes, examinations, and applied course projects. • <i>Program assessment</i> of the emphasis will take place on an annual basis. All areas in the CBE currently assesses all SLOs on an annual basis. 	

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	x
Brief Description of financial impact:	This option is requested so that CBE students interested in Golf Management will have flexibility in selecting the business major they can acquire. In addition, allowing Golf Management students to major in a larger set of majors will also level load teaching resources more effectively. It is possible that allowing Golf Management students the flexibility to earn a major of their choosing will increase enrollment. It would take over 50 new students at the instate rate minus an average of \$2000 scholarship per student per year to exceed a \$250,000 impact. Thus, the expected impact is less than \$250,000.	

Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is 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.

Curricula Information

Curriculum:	<p>PGA Golf Management Option in Business Economics*</p> <p>*Students must have a 12.0 handicap or better to enter this program. Students must also be a U.S. citizen to be eligible for PGA membership.</p> <p>Required course work includes all Business Economics, the Business Economics General Option requirements and:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Bus 103</td> <td style="width: 70%;">Introduction to PGA Golf Management</td> <td style="width: 15%; text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 150</td> <td>PGA Golf Management I</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 251</td> <td>PGA Golf Management II</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 298</td> <td>Internship</td> <td style="text-align: right;">(4 cr)</td> </tr> <tr> <td>Bus 385</td> <td>PGA Golf Management III</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 386</td> <td>Food & Beverage Hospitality with Lab</td> <td style="text-align: right;">(4 cr)</td> </tr> <tr> <td>Bus 398</td> <td>Internship</td> <td style="text-align: right;">(6 cr)</td> </tr> <tr> <td>Rec 105</td> <td>Teaching Golf I</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Rec 205</td> <td>Teaching Golf II</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Rec 305</td> <td>Teaching Golf III</td> <td style="text-align: right;">(2 cr)</td> </tr> </table> <p style="text-align: center;">Courses to total 130 credits for this degree</p>	Bus 103	Introduction to PGA Golf Management	(2 cr)	Bus 150	PGA Golf Management I	(2 cr)	Bus 251	PGA Golf Management II	(2 cr)	Bus 298	Internship	(4 cr)	Bus 385	PGA Golf Management III	(2 cr)	Bus 386	Food & Beverage Hospitality with Lab	(4 cr)	Bus 398	Internship	(6 cr)	Rec 105	Teaching Golf I	(2 cr)	Rec 205	Teaching Golf II	(2 cr)	Rec 305	Teaching Golf III	(2 cr)
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Rec 305	Teaching Golf III	(2 cr)																													

Office of the Registrar Information

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1-19-17		
UCC Item Number:	UCC-17-035b		
UCC Approval Date:	3-20-2017	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:			

**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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information
This section must be completed

College:	College of Business and Economics		
Department/Unit:	Department of Business		
Dept/Unit Approval Date:	10/14/2016	Vote Record:	17 for, one abstained
College Approval Date:	11/14/2016	Vote Record:	Passed unanimously 20 for
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Scott Metlen	metlen@uidaho.edu	

Rationale and Overview of Program Component Request or Name Change
This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

The Finance major prepares students to develop business and personal financial strategies that are ethical and effective, and to gain practical knowledge and experience in finance as well as management, marketing, operations and other business functions. The PGA Golf Management option prepares students specifically for a successful career in the golf industry. Accredited by the Professional Golfers' Association (PGA) of America, the PGA Golf Management program at the University of Idaho is one of 18 programs of its kind in the nation and the only PGA Golf Management program in the Pacific Northwest. The accrediting agency has expressed an interest in providing PGA students a wider set of program options which will allow students to customize their program of study to match the needs of different careers within the golf industry. In this program, students will build their professional skills in both golf and organizational management through internships and hands-on learning on the university's 18-hole golf course and other venues. Students will explore the ins and outs of the dynamic golf industry and study such areas as teaching golf, promotional marketing, golf course design, golf course management and more.

Name or Degree Change Only Requests
Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	

Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	<input checked="" type="checkbox"/>	Yes	If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:	Finance	Degree:	B.S.Bus.
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Enter the name of the program component in the appropriate row:

Option:	PGA Golf Management: Finance (B.S.Bus.)
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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: PGA Golf Management: Finance <ol style="list-style-type: none"> Utilize financial models and techniques to inform business decisions. (all Finance courses) Develop skill in analysis of complex and unstructured problems. (all Finance courses) Develop business and personal financial strategies that are ethical and effective. (all Finance courses) Understand the integrated focus of business, accounting and economic principles. (all Finance courses) Understand how to develop golf business specific goals and strategies for overall facility improvement Develop and implement a comprehensive golf instruction plan to improve a golfers playing ability. Understand and be able to implement a customer relationship management program to strengthen customer relationships and enhance the promotional program of a golf facility.
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:

The following process will be used annually to evaluate student achievement as it relates to intended learning outcomes:

- Led by the Finance Area Coordinator, Finance, and Golf Management faculty will meet on an annual basis to refine and update student learning outcomes as they pertain to the PGA Golf Management: Business Economics. Note that this is an activity that already takes place among the faculty for Business Economics.
- Finance and Golf Management faculty, in consultation with the Assistant Dean of the College of Business and Economics, will evaluate prior year's assessment information. Input will also be sought concerning any possible issues related to AACSB accreditation.
- Finance and Golf Management faculty will evaluate appropriateness and effectiveness of measurement items and tools being used to evaluate student achievement. Measurement items and tools will be adjusted as deemed necessary by faculty.
- Data will be collected from current year courses within the emphasis. The Finance Area Coordinator will obtain debriefs from a sample of instructors concerning performance of students enrolled in the emphasis and identify areas of improvement. The Finance Area Coordinator will conduct personal interviews with a sample of students enrolled in the emphasis.
- Finance and Golf Management faculty will meet to discuss collected data/information concerning student achievement as it relates to emphasis' intended learning outcomes and plan program improvement measures.

Finance and Golf Management faculty will implement a program of improvement measures.

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

As with all other majors, we take feedback from assessment and adjust curriculum and delivery. These steps are documented and can be traced. In addition, the CBE is accredited by AACSB and the Golf Management program is accredited by the PGA of America. In addition, The University of Idaho is accredited by the Northwest Commission on Colleges and Universities (NWCCU), which also requires continual measurement and assessment of program quality. All programs are on a five year rotation. For each accreditation program evaluations are made to determine if that feedback loop is indeed followed. Thus, the feedback from assessment continuously guides our improvement efforts.

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

Direct: Direct assessment of student learning will be measured using scores/grades on assignments, quizzes, and examinations within the specific courses that the student takes to complete their emphasis requirements.

Indirect: the PGA reports how our students are doing and the Program receives feedback from students about their learning experience and how those experiences have prepared them for a career in the golf industry.

Indirect: The PGA program knows exactly where their students are hired, internship supervisors provide feedback to the program on each student, in addition students complete surveys on their internships and learning activities throughout the program. The PGA is always assessing the effectiveness of the program through accreditation and evaluation of each student's performance once per year. In addition, the Assistant Dean in the College of Business and Economics employs a survey tool to measure self-reported learning from graduates across all discipline areas in the college. While the information from this survey is primarily used for college accreditation purposes, it can also be used to assess student learning at the level of major, option, and emphasis.

5. When will assessment activities occur and at what frequency?

Assessment activities will take place on a regular basis.

- *Course assessment* will take place every semester using information collected from student evaluations, course-specific surveys, and aggregate student performance on assignments, quizzes, examinations, and applied course projects.
- *Program assessment* of the emphasis will take place on an annual basis. All areas in the CBE currently assesses all SLOs on an annual basis.

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	x
Brief Description of financial impact:	This option is requested so that CBE students interested in Golf Management will have flexibility in selecting the business major they can acquire. In addition, allowing Golf Management students to major in a larger set of majors will also level load teaching resources more effectively. It is possible that allowing Golf Management students the flexibility to earn a major of their choosing will increase enrollment. It would take over 50 new students at the instate rate minus an average of \$2000 scholarship per student per year to exceed a \$250,000 impact. Thus, the expected impact is less than \$250,000.	

Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is 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.**

Curricula Information

Curriculum:	<p>PGA Golf Management Option in Finance*</p> <p>Required course work includes all Finance requirements and:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Bus 103</td> <td style="width: 70%;">Introduction to PGA Golf Management</td> <td style="width: 15%; text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 150</td> <td>PGA Golf Management I</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 251</td> <td>PGA Golf Management II</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 298</td> <td>Internship</td> <td style="text-align: right;">(4 cr)</td> </tr> <tr> <td>Bus 385</td> <td>PGA Golf Management III</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 386</td> <td>Food & Beverage Hospitality with Lab</td> <td style="text-align: right;">(4 cr)</td> </tr> <tr> <td>Bus 398</td> <td>Internship</td> <td style="text-align: right;">(6 cr)</td> </tr> <tr> <td>Rec 105</td> <td>Teaching Golf I</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Rec 205</td> <td>Teaching Golf II</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Rec 305</td> <td>Teaching Golf III</td> <td style="text-align: right;">(2 cr)</td> </tr> </table> <p>BUS 385, BUS 386, or BUS 398 can be used to cover the two supporting electives (6 cr)</p> <p>Courses to total 130 credits for this degree</p> <p>*Students must have a 12.0 handicap or better to enter this program. Students must also be a U.S. citizen to be eligible for PGA membership.</p>	Bus 103	Introduction to PGA Golf Management	(2 cr)	Bus 150	PGA Golf Management I	(2 cr)	Bus 251	PGA Golf Management II	(2 cr)	Bus 298	Internship	(4 cr)	Bus 385	PGA Golf Management III	(2 cr)	Bus 386	Food & Beverage Hospitality with Lab	(4 cr)	Bus 398	Internship	(6 cr)	Rec 105	Teaching Golf I	(2 cr)	Rec 205	Teaching Golf II	(2 cr)	Rec 305	Teaching Golf III	(2 cr)
Bus 103	Introduction to PGA Golf Management	(2 cr)																													
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Rec 105	Teaching Golf I	(2 cr)																													
Rec 205	Teaching Golf II	(2 cr)																													
Rec 305	Teaching Golf III	(2 cr)																													

Office of the Registrar Information

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1-19-17		
UCC Item Number:	UCC-17-035c		
UCC Approval Date:	3-20-2017	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:			

**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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	College of Business and Economics		
Department/Unit:	Department of Business		
Dept/Unit Approval Date:	10/14/2016	Vote Record:	17 for one abstained
College Approval Date:	11/14/2016	Vote Record:	Passed unanimously 20 for
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Scott Metlen	metlen@uidaho.edu	

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

The Operations Management major prepares students for management positions in operations planning and control, quality management, and purchasing. The PGA Golf Management option prepares students specifically for a successful career in the golf industry. Accredited by the Professional Golfers' Association (PGA) of America, the PGA Golf Management program at the University of Idaho is one of 18 programs of its kind in the nation and the only PGA Golf Management program in the Pacific Northwest. The accrediting agency has expressed an interest in providing PGA students a wider set of program options which will allow students to customize their program of study to match the needs of different careers within the golf industry. In this program, students will build their professional skills in both golf and operations management through internships and hands-on learning on the university's 18-hole golf course and other venues. Students will explore the ins and outs of the dynamic golf industry and study such areas as teaching golf, promotional marketing, planning and control, golf course design, golf course management and more.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	

Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	<input checked="" type="checkbox"/>	Yes	If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:	Operations Management	Degree:	B.S.Bus.
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Enter the name of the program component in the appropriate row:

Option:	PGA Golf Management: Operations Management (B.S.Bus.)
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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:
<p>PGA Golf Management: Operations Management</p> <ol style="list-style-type: none"> Utilize modeling techniques to inform business decisions. (all Operations Management courses) Develop skills in the analysis of complex and unstructured problems. (all Operations Management courses) Develop plans to manage people and processes to produce high quality goods and services ethically and effectively. (all Operations Management courses) Understand the integrated focus of business, accounting and economic principles. (all Operations Management courses) Understand how to develop golf business specific goals and strategies for overall facility improvement Develop and implement a comprehensive golf instruction plan to improve a golfers playing ability. Understand and be able to implement a customer relationship management program to strengthen customer relationships and enhance the promotional program of a golf facility. 	

2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
<p>The following process will be used annually to evaluate student achievement as it relates to intended learning outcomes:</p> <ul style="list-style-type: none"> • Led by the Operations Management Area Coordinator, Operations Management, and Golf Management faculty will meet on an annual basis to refine and update student learning outcomes as they pertain to the PGA Golf Management: Operations Management. Note that this is an activity that already takes place among the faculty for Operations Management. • Operations Management and Golf Management faculty, in consultation with the Assistant Dean of the College of Business and Economics, will evaluate prior year's assessment information. Input will also be sought concerning any possible issues related to AACSB accreditation. • Operations Management and Golf Management faculty will evaluate appropriateness and effectiveness of measurement items and tools being used to evaluate student achievement. Measurement items and tools will be adjusted as deemed necessary by faculty. • Data will be collected from current year courses within the emphasis. The Operations Management Area Coordinator will obtain debriefs from a sample of instructors concerning performance of students enrolled in the emphasis and identify areas of improvement. The Operations Management Area Coordinator will conduct personal interviews with a sample of students enrolled in the emphasis. • Operations Management and Golf Management faculty will meet to discuss collected data/information concerning student achievement as it relates to emphasis' intended learning outcomes and plan program improvement measures. <p>Operations Management and Golf Management faculty will implement a program of improvement measures.</p>	
3.	How will you ensure that the assessment findings will be used to improve the program?
<p>As with all other majors, we take feedback from assessment and adjust curriculum and delivery. These steps are documented and can be traced. In addition, the CBE is accredited by AACSB and the Golf Management program is accredited by the PGA of America. In addition, The University of Idaho is accredited by the Northwest Commission on Colleges and Universities (NWCCU), which also requires continual measurement and assessment of program quality. All programs are on a five year rotation. For each accreditation program evaluations are made to determine if that feedback loop is indeed followed. Thus, the feedback from assessment continuously guides our improvement efforts.</p>	
4.	What direct and indirect measures will be used to assess student learning?
<p>Direct: Direct assessment of student learning will be measured using scores/grades on assignments, quizzes, and examinations within the specific courses that the student takes to complete their emphasis requirements.</p> <p>Indirect: the PGA reports how our students are doing and the Program receives feedback from students about their learning experience and how those experiences have prepared them for a career in the golf industry.</p> <p>Indirect: The PGA program knows exactly where their students are hired, internship supervisors provide feedback to the program on each student, in addition students complete surveys on their internships and learning activities throughout the program. The PGA is always assessing the effectiveness of the program through accreditation and evaluation of each student's performance once per year. In addition, the Assistant Dean in the College of Business and Economics employs a survey tool to measure self-reported learning from graduates across all discipline areas in the college. While the information from this survey is primarily used for college accreditation purposes, it can also be used to assess student learning at the level of major, option, and emphasis.</p>	
5.	When will assessment activities occur and at what frequency?
<p>Assessment activities will take place on a regular basis.</p> <ul style="list-style-type: none"> • <i>Course assessment</i> will take place every semester using information collected from student evaluations, course-specific surveys, and aggregate student performance on assignments, quizzes, examinations, and applied course projects. <p><i>Program assessment</i> of the emphasis will take place on an annual basis. All areas in the CBE currently assesses all SLOs on an annual basis.</p>	

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	x
Brief Description of financial impact:	This option is requested so that CBE students interested in Golf Management will have flexibility in selecting the business major they can acquire. In addition, allowing Golf Management students to major in a larger set of majors will also level load teaching resources more effectively. It is possible that allowing Golf Management students the flexibility to earn a major of their choosing will increase enrollment. It would take over 50 new students at the instate rate minus an average of \$2000 scholarship per student per year to exceed a \$250,000 impact. Thus, the expected impact is less than \$250,000.	

Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is 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.

Curricula Information

Curriculum:	<p>PGA Golf Management Option in Operations Management*</p> <p>Required course work includes all Operations Management requirements and:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Bus 103</td> <td style="width: 65%;">Introduction to PGA Golf Management</td> <td style="width: 20%; text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 150</td> <td>PGA Golf Management I</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 251</td> <td>PGA Golf Management II</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 298</td> <td>Internship</td> <td style="text-align: right;">(4 cr)</td> </tr> <tr> <td>Bus 385</td> <td>PGA Golf Management III</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 386</td> <td>Food & Beverage Hospitality with Lab</td> <td style="text-align: right;">(4 cr)</td> </tr> <tr> <td>Bus 398</td> <td>Internship</td> <td style="text-align: right;">(6 cr)</td> </tr> <tr> <td>Rec 105</td> <td>Teaching Golf I</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Rec 205</td> <td>Teaching Golf II</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Rec 305</td> <td>Teaching Golf III</td> <td style="text-align: right;">(2 cr)</td> </tr> </table> <p>BUS 385, BUS 386, and BUS 398 can be used to cover the (nine credits) of OM electives.</p> <p>Courses to total 130 credits for this degree</p> <p>*Students must have a 12.0 handicap or better to enter this program. Students must also be a U.S. citizen to be eligible for PGA membership.</p>	Bus 103	Introduction to PGA Golf Management	(2 cr)	Bus 150	PGA Golf Management I	(2 cr)	Bus 251	PGA Golf Management II	(2 cr)	Bus 298	Internship	(4 cr)	Bus 385	PGA Golf Management III	(2 cr)	Bus 386	Food & Beverage Hospitality with Lab	(4 cr)	Bus 398	Internship	(6 cr)	Rec 105	Teaching Golf I	(2 cr)	Rec 205	Teaching Golf II	(2 cr)	Rec 305	Teaching Golf III	(2 cr)
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Office of the Registrar Information

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1-19-2017		
UCC Item Number:	UCC-17-035d		
UCC Approval Date:	3-20-2017	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:			

**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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	College of Business and Economics		
Department/Unit:	Department of Business		
Dept/Unit Approval Date:	10/14/2016	Vote Record:	17 for, one abstained
College Approval Date:	11/14/2016	Vote Record:	Passed unanimously 20 for
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Scott Metlen	metlen@uidaho.edu	

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

The Management Information Systems major prepares students to design and manage secure, reliable computer systems that help businesses operate efficiently. The PGA Golf Management option prepares students specifically for a successful career in the golf industry. Accredited by the Professional Golfers' Association (PGA) of America, the PGA Golf Management program at the University of Idaho is one of 18 programs of its kind in the nation and the only PGA Golf Management program in the Pacific Northwest. The accrediting agency has expressed an interest in providing PGA students a wider set of program options which will allow students to customize their program of study to match the needs of different careers within the golf industry. In this program, students will build their professional skills in both golf and organizational management through internships and hands-on learning on the university's 18-hole golf course and other venues. Students will explore the ins and outs of the dynamic golf industry and study such areas as teaching golf, promotional marketing, golf course design, golf course management and more.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	

Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	<input checked="" type="checkbox"/>	Yes	If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:	Management of Information Systems	Degree:	Business Administration
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Enter the name of the program component in the appropriate row:

Option:	PGA Golf Management: Management Information Systems (B.S.Bus.)
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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: PGA Golf Management: Operations Management <ol style="list-style-type: none"> 1. Develop models of information systems to determine effective computer systems to help businesses operate ethically and effectively. (all Management Information Systems courses) 2. Develop skills in the analysis of complex and unstructured systems. (all Management Information Systems courses) 3. Develop data bases to store and retrieve information. (all Data Base courses) 4. Understand the integrated focus of business, accounting and economic principles. (all Management Information Systems courses) 5. Understand how to develop golf business specific goals and strategies for overall facility improvement 6. Develop and implement a comprehensive golf instruction plan to improve a golfers playing ability. 7. Understand and be able to implement a customer relationship management program to strengthen customer relationships and enhance the promotional program of a golf facility.
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:

The following process will be used annually to evaluate student achievement as it relates to intended learning outcomes:

- Led by the Management Information Systems Area Coordinator, Management Information Systems, and Golf Management faculty will meet on an annual basis to refine and update student learning outcomes as they pertain to the PGA Golf Management: Management Information Systems. Note that this is an activity that already takes place among the faculty for Management Information Systems.
- Management Information Systems and Golf Management faculty, in consultation with the Assistant Dean of the College of Business and Economics, will evaluate prior year's assessment information. Input will also be sought concerning any possible issues related to AACSB accreditation.
- Management Information Systems and Golf Management faculty will evaluate appropriateness and effectiveness of measurement items and tools being used to evaluate student achievement. Measurement items and tools will be adjusted as deemed necessary by faculty.
- Data will be collected from current year courses within the emphasis. The Management Information Systems Area Coordinator will obtain debriefs from a sample of instructors concerning performance of students enrolled in the emphasis and identify areas of improvement. The Management Information Systems Area Coordinator will conduct personal interviews with a sample of students enrolled in the emphasis.
- Management Information Systems and Golf Management faculty will meet to discuss collected data/information concerning student achievement as it relates to emphasis' intended learning outcomes and plan program improvement measures.

Management Information Systems and Golf Management faculty will implement a program of improvement measures.

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

As with all other majors, we take feedback from assessment and adjust curriculum and delivery. These steps are documented and can be traced. In addition, the CBE is accredited by AACSB and the Golf Management program is accredited by the PGA of America. In addition, The University of Idaho is accredited by the Northwest Commission on Colleges and Universities (NWCCU), which also requires continual measurement and assessment of program quality. All programs are on a five year rotation. For each accreditation program evaluations are made to determine if that feedback loop is indeed followed. Thus, the feedback from assessment continuously guides our improvement efforts.

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

Direct: Direct assessment of student learning will be measured using scores/grades on assignments, quizzes, and examinations within the specific courses that the student takes to complete their emphasis requirements.

Indirect: the PGA reports how our students are doing and the Program receives feedback from students about their learning experience and how those experiences have prepared them for a career in the golf industry.

Indirect: The PGA program knows exactly where their students are hired, internship supervisors provide feedback to the program on each student, in addition students complete surveys on their internships and learning activities throughout the program. The PGA is always assessing the effectiveness of the program through accreditation and evaluation of each student's performance once per year. In addition, the Assistant Dean in the College of Business and Economics employs a survey tool to measure self-reported learning from graduates across all discipline areas in the college. While the information from this survey is primarily used for college accreditation purposes, it can also be used to assess student learning at the level of major, option, and emphasis.

5. When will assessment activities occur and at what frequency?

Assessment activities will take place on a regular basis.

- *Course assessment* will take place every semester using information collected from student evaluations, course-specific surveys, and aggregate student performance on assignments, quizzes, examinations, and applied course projects.
- *Program assessment* of the emphasis will take place on an annual basis. All areas in the CBE currently assesses all SLOs on an annual basis.

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	x
Brief Description of financial impact:	This option is requested so that CBE students interested in Golf Management will have flexibility in selecting the business major they desire. In addition, allowing Golf Management students to major in a larger set of majors will also level load teaching resources more effectively. It is possible that allowing Golf Management students the flexibility to earn a major of their choosing will increase enrollment. It would take over 50 new students at the instate rate minus an average of \$2000 scholarship per student per year to exceed a \$250,000 impact. Thus, the expected impact is less than \$250,000.	

Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is 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.

Curricula Information

Curriculum:	<p>PGA Golf Management Option in Management Information Systems*</p> <p>Required course work includes all Management Information Systems requirements and:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Bus 103</td> <td style="width: 65%;">Introduction to PGA Golf Management</td> <td style="width: 20%; text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 150</td> <td>PGA Golf Management I</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 251</td> <td>PGA Golf Management II</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 298</td> <td>Internship</td> <td style="text-align: right;">(4 cr)</td> </tr> <tr> <td>Bus 385</td> <td>PGA Golf Management III</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Bus 386</td> <td>Food & Beverage Hospitality with Lab</td> <td style="text-align: right;">(4 cr)</td> </tr> <tr> <td>Bus 398</td> <td>Internship</td> <td style="text-align: right;">(6 cr)</td> </tr> <tr> <td>Rec 105</td> <td>Teaching Golf I</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Rec 205</td> <td>Teaching Golf II</td> <td style="text-align: right;">(2 cr)</td> </tr> <tr> <td>Rec 305</td> <td>Teaching Golf III</td> <td style="text-align: right;">(2 cr)</td> </tr> </table> <p style="text-align: center;">Courses to total 130 credits for this degree</p> <p>*Students must have a 12.0 handicap or better to enter this program. Students must also be a U.S. citizen to be eligible for PGA membership.</p>	Bus 103	Introduction to PGA Golf Management	(2 cr)	Bus 150	PGA Golf Management I	(2 cr)	Bus 251	PGA Golf Management II	(2 cr)	Bus 298	Internship	(4 cr)	Bus 385	PGA Golf Management III	(2 cr)	Bus 386	Food & Beverage Hospitality with Lab	(4 cr)	Bus 398	Internship	(6 cr)	Rec 105	Teaching Golf I	(2 cr)	Rec 205	Teaching Golf II	(2 cr)	Rec 305	Teaching Golf III	(2 cr)
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Rec 105	Teaching Golf I	(2 cr)																													
Rec 205	Teaching Golf II	(2 cr)																													
Rec 305	Teaching Golf III	(2 cr)																													

Office of the Registrar Information

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1-19-2017		
UCC Item Number:	UCC-17-035e		
UCC Approval Date:	3-20-2017	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
2016-2017 FACULTY SENATE AGENDA**

Meeting #21

**3:30 p.m. - Tuesday, March 21, 2017
Paul J. Joyce Faculty-Staff Lounge & Skype for Business
Order of Business**

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #20, March 7, 2017 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

Committee on Committees (Hrdlicka)

- **FS-17-052:** FSH 1640 – Judicial Committees (vote)
- **FS-17-053:** FSH 1620 – University-level Committees (vote)

University Curriculum Committee

- **FS-17-051:** Art & Architecture – New Urban Design Program (Polakit) (vote)

VII. Special Orders.

- **FS-17-054:** APM 30.12 – Acceptable Use of Technology Resources (Ewart) (FYI)
- **FS-17-055:** APM 40.10 – University Space (Ewart) (FYI)
- **FS-17-056:** APM 45.15 – Subawards and Subcontracts (Shaver/Inge) (FYI)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #20
FS-17-051 through 056

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #20, Tuesday, March 7, 2017

Present: Adekanmbi, Anderson (Mike), Anderson (Miranda), Barbour, Brandt, Brewick, Brown, Cannon (Boise), Caplan, Chung, Fisher, Foster, Godfrey (Coeur d'Alene), Hrdlicka, Johnson (attending in Boise), Markuson, Morrison, Nicotra, Pregitzer, Sixtos, Vella, Wiencek (w/o vote), Wilson, Wright. **Absent:** Boschetti, Chung, Crowley (w/o vote), Donohoe, Folwell, Ostrom (Idaho Falls), Payant. **Guests:** 8

The chair called meeting #20 to order at 3:31 p.m. A motion (Brewick/Brown) to accept the minutes from Feb. 28 as written was approved unanimously (with three abstentions).

Chair's Report: Chair Brandt introduced former Senator Kenton Bird, thanking him for graciously volunteering to take minutes in the absence of the Faculty Secretary. Later in the meeting, the chair welcomed Senator James Foster, who assumed his seat representing the College of Science after a leave of absence.

The chair asked that senators who wish to participate in meetings from outside of Moscow to coordinate their attendance with the senators in Coeur d'Alene, Idaho Falls and Boise. She noted that the more people who participate remotely from separate locations, the smaller the images are on the video screen.

The Institutional Planning and Effectiveness Committee (IPEC), of which the chair is a member, has asked the Faculty Senate to compile and synthesize faculty comments on the metrics for Program Prioritization. A senator asked that the comments and any data from the survey be available in their entirety, not just summarized. The chair indicated this probably would be possible, depending on the number of responses received. She reminded senators that the deadline for comments was Tuesday, March 8. She also solicited Senate volunteers to participate in reviewing and synthesizing the data and comments for the IPEC.

Provost's Report: Echoing the chair, Provost Wiencek noted the Program Prioritization comment deadline and encouraged faculty members to participate if they had not done so. [A discussion of the prioritization process was added to the Senate's agenda.]

The provost announced the appointment of Ginger Carney as dean of the College of Science. [More information about the new dean may be found here: <http://www.uidaho.edu/news/news-articles/news-releases/2017-march/030217-collegeofscience>]

Her husband, Adam Jones, a professor of biology, will join her on the faculty. Dean Carney and Prof. Jones plan to arrive in Moscow by Aug. 14, 2017, to participate in new faculty orientation, the provost said.

Announcement: The chair reminded all senators whose terms end at the end of this academic year of the importance of coordinating an election for a successor. A set of *Frequently Asked Questions* dealing with Senate elections was included in the packet for today's meeting. A senator noted that Prof. Carolyn Payant plans to leave the University of Idaho after this year, so the College of Letters, Arts and Social Sciences will need to hold an election to fill the remainder of Senator Payant's term. (The same will be true for any colleges in which a senator is unable to complete her/his term.) The deadline for notifying the Faculty Secretary's Office of newly elected senators is April 15.

FS-17-047 – Civil Engineering to Civil and Environmental Engineering: The chair introduced Patricia Colberg, chair of the Department of Civil Engineering, to present a proposal to change her unit's name to the "Department of Civil and Environmental Engineering." Prof. Colberg said the change would align UI with similar programs elsewhere in the United States, better represent what the department actually does, and offer the potential to attract more students. She noted that faculty in the department, regardless of their sub-disciplines, supported the change. The motion carried unanimously with one abstention.

FS-17-048 - Civil Engineering – Fire Safety Certificate: The chair introduced Cheryl Wilhelmsen, Director of Industrial Technology in the College of Engineering, and Alex Vakanaski, a faculty member in the program, who participated in the meeting from Idaho Falls. Prof. Wilhelmsen presented the rationale for a new 18-credit certificate in Fire Safety. The certificate will be supported by a \$254,000 grant from the U.S. Department of Labor. According to documents submitted in support of the proposal:

The certificate was requested by the Idaho National Laboratory and regional businesses. They identified an urgent need for employees with certification in Fire Safety. The certificate will provide the level needed to pass the certified fire protection specialist exam and will provide skill and knowledge for the students to qualify for a fire protection specialist job.

A senator asked whether the department has a plan to make the certificate self-sustainable after the Department of Labor's two-year grant concludes? Prof. Wilhelmsen responded that the Idaho Falls Center would continue the courses and certificate after the first two years. Another senator, noting that all the courses will be offered online, asked how the practical projects for each course would be completed? Prof. Wilhelmsen said students will be able to accompany fire inspectors in their communities. The motion to create the certificate carried unanimously with one abstention.

FS-17-049 – Civil Engineering – Fire Prefix: The senate next considered a related motion, creation of a course prefix for the Fire Safety courses. While faculty in Industrial Technology will teach the courses, Prof. Wilhelmsen said the faculty did not want to use the "INDT" prefix and instead requested a new prefix, "FIRE." This led to an extended discussion over possible confusion with courses in the College of Natural Resources' degree program in Fire Ecology and Management. [These courses are currently offered with a "FOR" (Forest Resources) prefix, while "FS" is used for Food Science courses.] A senator observed that the university is attempting to raise the visibility of CNR's Fire Ecology and Management program, and the presence of "FIRE" courses in the UI Catalog might lead to misunderstanding among students about where the courses resided and for which degree they counted. Chair Brandt proposed that rather than try to negotiate between two colleges over the course prefix, the senate should return the proposal to the University Curriculum Committee for further discussion.

The seconded motion to create the new prefix failed with four votes in favor, 11 opposed and four abstentions. The UCC will be notified of the discussion and of the senate's action.

FS-17-050 – Computer science in Coeur d'Alene: The chair next introduced Prof. Joseph Law, associate dean of the College of Engineering, to introduce the proposal to offer courses for the fourth year of a Computer Science Degree in Coeur d'Alene. According to a letter submitted in support of the proposal:

A bachelor's degree program will be a tremendous advantage for place-bound students in northern Idaho and provide key support to growing businesses in the area. A unique characteristic of this program will be cooperative experiences that will make industry-sponsored internships a part of the educational process.

The Idaho Legislature has recommended an appropriation to fund expansion of this program in the next fiscal year, pending final approval of the state budget for Fiscal Year 2018. Answering a senator's

question, Prof. Law responded that if the budget does not include this funding, the program will be placed on hold. The seconded motion to offer the fourth year of Computer Science Degree in Coeur d'Alene passed unanimously.

FS-17-045: FSH 3710 – Employee Leave Policy. [The revisions to the Leave Policy were approved by the Faculty Affairs Committee and came before the Senate as a seconded motion at Meeting #19 on February 28, 2017. Because of the complexity of the revisions, no action was taken and the discussion was postponed to today's meeting]. The chair presented a memorandum from the Senate Leadership intended to clarify changes discussed after the Feb. 28 meeting. The chair introduced the following changes, which were discussed and voted upon in order:

1. *Parenting Leave:* These changes deal with sub-section E. The definition of "parenting" was moved from section M to section E-1. General Counsel, Kent Nelson, offered two sets of clarifying language regarding the revisions to the Parenting Leave section. First he offered language clarifying the definition of parenting in sub-section E-1.a including a new definition of "Parenting Leave" in a new sub-section E-1.b. A senator asked whether this category of leave would be applied in the case of a child with a serious medical condition. Mr. Nelson replied that a provision of the Family Medical Leave Act (FMLA) allowing a family member to care for someone with a serious medical condition would still apply. A motion (Nicotra/Caplan) to substitute Counsel's proposed clarifying language for all of E-1.a and creating a new sub-section E.1-b was approved unanimously with one abstention. Second, General Counsel offered substitute language for all of E-4 to clarify when employees may use paid and unpaid leave. A second motion (Brewick/Miranda Anderson) to substitute the proposed language for all of E-4 in the pending Leave Policy regarding Parenting Leave was approved unanimously with two abstentions. Finally, the chair asked for a vote approving all of the changes to sub-section E regarding Parenting Leave. The proposed changes were approved unanimously.
2. *Shared Leave:* These changes deal with sub-section L. As a result of the February 28th discussion, clarifying language was proposed. The language reads as follows: "Leave donors who desire to donate only as much leave as the intended recipient needs are encouraged to work with HR to make incremental donations to that person." A motion (Nicotra/Brewick) to accept this new language in L-3 d. was approved unanimously. The chair then asked for a vote to approve all the amendments to sub-section L including the substituted language. The motion was approved unanimously.
3. *Family Medical Leave: These changes deal with sub-section M-2.* The intent of these changes is to provide the same choices for the use of paid and unpaid leave for Family Medical Leave as an employee would have for parenting leave. As with Parenting Leave General Counsel Kent Nelson offered substitute language for all of sub-section M-2 to clarify when employees may use paid and unpaid leave. A motion (Hrdlicka/Brown) to substitute the clarifying language was approved unanimously. The chair then asked for a vote on section M-2 (as amended). Motion carried unanimously.

The chair asked for a vote on changes to sections A-13 and C-8 to remove a supervisor's ability to set standards for an employee's attendance. Mr. Nelson stated that these changes reflect current policy and law. These amendments were approved unanimously. Finally, the chair asked for approval of a series of minor edits that included indicating eligibility for various categories of leave at the beginning of each section and other non-substantive changes. These were approved unanimously as a group.

The chair thanked the Senate for its patience in closely reviewing these changes to the Leave Policy.

Program Prioritization Metrics: The chair invited senators to ask questions, or make comments, on the process of evaluating and ranking the university's programs using criteria defined by the IPEC. Questions and responses are summarized below:

- *Was there any cross-pollination between the academic and support work groups?* They were trained by the same consultant and received much of the same background material, so the process was parallel. It might be possible to use more common metrics across the two groups.
- *After watching the video, it was not clear whether units in Quintile 5 would be eligible to receive funding from the University Budget and Finance Committee (UBFC). What happens if a Q5 unit makes a proposal to UBFC?* If a vacancy occurs in a Q5 unit, the dean and provost will discuss why the program was placed in Q5 and how we address its weaknesses. There also will be an appeals process, if a position is vital and the department feels it has not been evaluated properly. The IPEC could consider an appeal.
- *Will Q5 and Q4 programs be chipped away until a point where they are no longer viable? This could result in a reduction in the number of departments and choices for students.* If a unit is vital and placed in Q5, it might need a new direction. However, if the unit is not vital, the personnel could be moved to other units and the program phased out. That will be a future discussion.
- *What is the rationale for reallocating resources to the college, rather than to the unit? Is it possible to have a small group determine reallocation rather than leaving it up to the dean?* Currently, the approval process empowers deans wherever they want. This policy more clearly articulates when a decision will stay in the department. It is unlikely that current practices will change. Sometimes it is strategic to take resources that are over-invested in one area and move them to another area.
- *How well do the metrics value scholarship and research?* Research is measured differently across the university; relying on research expenditures alone is a biased measure. The working groups struggled with this. That is why faculty comments on the process are important. The chair added that the research criteria, as presented, are not a *fait accompli* from the consultants.
- *Do the criteria fairly evaluate units that are primarily extension or research?* The process has attempted to level the playing field among units with different missions. The criteria are difficult because we have such a breadth of activity.
- *Has there been a survey of people involved in the work groups about how they perceived this process?* There has not been a formal survey, but informal feedback has been positive.
- *Will it be possible to decouple tenure decisions from potential financial ramifications? Would a unit in Q4 or Q5 decide not to deny tenure to a marginal candidate out of fear of losing the position?* In a case of tenure denial, the position stays in the department. It is outside of the process. Similarly, if a service unit terminates an employee for cause, it is not subject to the process.

A senator commended the provost for being open and transparent, but conveyed concerns about faculty morale. He indicated that he hopes the process will lead to better communication between the administration and faculty. Chair Brandt echoed those comments, praising the provost for his collaboration with the Senate Leadership.

There being no further business, the chair asked for a motion to adjourn (Hrdlicka/Foster), which carried unanimously. The meeting adjourned at 4:49 p.m.

Respectfully submitted,
Kenton Bird, Interim Secretary to the Faculty Senate
Associate Professor of Journalism and Mass Media, and Director of General Education

UI FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

January 2017

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.

Subsections

.02 Academic Hearing Board	.54 Institutional Review Board
.04 Academic Petitions Committee	.55 Information Technology Committee
.06 Administrative Hearing Board	.56 Intellectual Property Committee
.08 Admissions Committee	.58 Ubuntu
.10 Americans with Disabilities Act Advisory	.60 Library Affairs Committee
.12 Institutional Animal Care and Use Committee	.64 Officer Education Committee
.14 Institutional Biosafety Committee	.66 Parking Committee
.18 Borah Foundation Committee	.69 Promotions Review Committee
.20 University Budget & Finance Committee	.70 Publications Board
.22 Campus Planning Advisory Committee	.71 Radiation Safety Committee
.24 Classified Position Appeal Board	.72 Research Council
.26 Commencement Committee	.74 Sabbatical Leave Evaluation Committee
.28 Committee on Committees	.76 Safety and Loss-Control Committee
.34 Provost Council	.77 Scientific Misconduct Committee
.36 Dismissal Hearings Committee	.80 Staff Affairs Committee
.40 Facilities Scheduling Policy Committee	.84 Student Financial Aid Committee
.42 Faculty Affairs Committee	.86 Teacher Education Coordinating Committee
.43 Faculty Appeals Hearing Board	.87 Teaching and Advising Committee
.44 Faculty Senate	.89 University Committee for General Education
.46 Arts Committee	.90 General Education Assessment Committee
.48 Graduate Council	.91 University Curriculum Committee
.50 Grievance Committee for Staff Employees	.92 University Development Council
.51 Grievance Committee for Student Employees	.93 Student Disciplinary Review Board
.53 Honors Program Committee	.94 University Multi-Campus Communications Committee
	.95 University Security and Compliance Committee

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1640: Committee Directory

1640.02

ACADEMIC HEARING BOARD (AHB)

A. FUNCTION.

A-1. To act on requests for redress of academic grievances and to decide appeals from decisions made by college authorities.

a. Grievances may concern, but are not limited to, such matters as: (1) eligibility for advanced placement or credit by examination; (2) objectivity or fairness in making, administering, and evaluating class assignments; (3) maintenance of standards for conscientious performance of teaching duties; and (4) scheduling of classes, field trips, and examinations.

b. The AHB does not hear appeals concerning requirements or regulations of the College of Graduate Studies or the College of Law. Appeals from decisions of other college authorities are subject to the limitations specified in C-3.

A-2. To observe the effects of academic requirements, regulations, and policies, and to report its findings and recommendations to the Faculty Senate. [*ed. 7-09*]

B. STRUCTURE. Five faculty members, at least one of whom holds an administrative position in a college. In selecting a chair, a tenured faculty member will receive priority.

C. PROCEDURES.

C-1. Generally the student who is dissatisfied with an institutional academic action should first request reconsideration by the appropriate academic authority. Normally, AHB should hear an appeal only after the student has exhausted the appellate procedures provided at the levels of the department and college. Nevertheless, AHB may grant a request for an earlier hearing if at least two of its members recommend an exception on the grounds that an immediate hearing is warranted.

C-2. When an appeal is to be heard, AHB summons the student concerned and a representative of the academic authority whose action is challenged. A UI student or employee who is summoned to a hearing has the same responsibility to respond as though directed by the president to do so.

C-3. AHB recommends reversal of a departmental or college decision as to the satisfaction or waiver of a requirement or regulation only when it finds that (a) regular procedures have not been followed, (b) the petitioner has been denied a fair hearing, or (c) the decision being appealed was discriminatory with respect to the petitioner.

C-4. Although AHB cannot change a grade or require that it be changed, it may order that the grade it considers appropriate also be recorded on the student's academic records. (NOTE: Procedures for changing grades are outlined in the catalog.)

C-5. It is within the purview of the AHB to hear an appeal of a grade imposed by an instructor as a result of academic misconduct, e.g., cheating or plagiarism. Such a grade constitutes an evaluation and is not to be construed as a penalty. Penalties for academic misconduct are considered to be disciplinary in nature and must be imposed through the student judicial system. Appeals from penalties imposed through the student judicial system are directed to the Faculty Senate. [see 2200, 2300 II, 2400, and 2450.] [*rev. 7-98, ed. 7-09*]

C-6. AHB reports its decisions and recommendations to the student, instructor, departmental administrator, and dean concerned and to the registrar. The department, college, and registrar make such reports part of their permanent records for the student concerned.

C-7. AHB may devise additional procedures, consonant with the constitution of the university faculty [1520] and the "Statement of Student Rights" [2200], for the discharge of its functions.

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1640: Committee Directory

C-8. Actions of the AHB may be appealed as stated in 2500.

1640.04

ACADEMIC PETITIONS COMMITTEE (APC)

A. FUNCTION.

A-1. To act on petitions for exceptions to the academic requirements and regulations printed in part 3 of the General Catalog and to the requirements of the SBOE core printed in part 2. APC is the body with original jurisdiction over such petitions. *[rev. 7-05]*

A-2. To observe the effects of university-level academic requirements, regulations, and policies and to report its findings and recommendations to the Faculty Senate. *[ed. 7-09]*

A-3. This committee traditionally meets on Thursdays at 2:30 p.m. and during the summer. *[add. 7-08]*

B. STRUCTURE. Five faculty members, at least one from the Counseling and Testing Center and include two assistant or associate deans, and (w/o vote) the registrar or that officer's designee. To assure a quorum alternates are appointed for the dean and faculty positions by the chair of the APC from a list of those who have previously served on the committee. *[ed. 7-03, 7-06, rev. 7-08]*

C. ASSUMPTIONS AND PROCEDURES.

C-1. APC must be careful not to establish the petition process as an alternative to being governed by the faculty's legislated academic requirements. There are not two sets of requirements--one for those petitioning and another for those following the catalog.

C-2. All academic work undertaken should be accurately reflected in the student's record. The faculty expects APC to ensure that the record is faithful to the actual experience (cosmetic adjustments or "corrections" are not sanctioned) and that the record is properly interpreted in relation to academic requirements.

C-3. The responsibility for complying with deadlines specified in the academic calendar belongs to the student.

C-4. The decisions of APC should be focused on the academic consideration involved that caused the student to petition, rather than on the consequences, either real or imagined, that may face the student.

C-5. Petitions are presented to APC by a representative of the student's college.

C-6. APC reports its decisions to the registrar and to the student via his or her dean.

C-7. Procedures for appeals from decisions of this committee are as provided in 2500.

1640.06

ADMINISTRATIVE HEARING BOARD (AdHB)

A. FUNCTION.

A-1. The AdHB, acting for the Faculty Senate, hears and decides: *[ed. 7-09]*

a. Appeals by students and employees from administrative decisions in such matters as residence status for tuition purposes, granting of student financial aid, and assessment of fees or charges (except in connection with parking regulations, see 1640.66).

b. Disputes involving interpretation and application of policies concerning such matters as student records.

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A-2. Disputes involving requests for accommodation for persons with disabilities will be handled under 3210.

A-3. The AdHB is directed to observe the effects of university-level requirements, regulations, and policies and to report its findings and recommendations to the Faculty Senate. *[add. 4-13]*

A-4. AdHB is empowered to call students and employees to hearings and any such person called has the same responsibility to respond as though summoned by the president. Decisions of AdHB are subject to review by the president and regents, and may be appealed to them when they consent to hear such appeals. *[ren. 4-13]*

A-5. This committee meets during the summer. *[add. 7-10, ren. 4-13]*

B. STRUCTURE. Four members of the faculty (including one from the College of Law), one staff member, one student and the following *ex officio* members, or their designees: Registrar and Manager of Student Accounts. In selecting a chair, a tenured faculty member will receive priority. *[rev. 7-06, 7-10]*

1640.08

ADMISSIONS COMMITTEE

A. FUNCTION. To act on applications for admission to UI in the cases of undergraduate applicants who do not meet minimum requirements for admission but who request a review (the applicant must submit additional material that reflects real promise of success in a college-level curriculum). The Admissions Committee also hears appeals from disenrollment when that disenrollment is the result of the presentation of incomplete or false information on initial application as an undergraduate at UI. Decisions of this committee may be appealed as stated in 2500. (Similar applications for admission to the College of Graduate Studies are acted on by the Graduate Council, and its decisions may be appealed as stated in 2500; those for admission to the College of Law are acted on by that college's Committee on Admissions, and its decisions may be appealed, in order, to the full faculty of the college and, when they consent to hear the appeal, to the president of the university and the regents.) *[ed. 7-00]*

A-1. This committee traditionally meets during the summer. *[add. 7-08]*

B. STRUCTURE. Three members of the faculty, director of counseling and testing center or designee, chair of Ubuntu or designee, and the following without vote: director of admissions (or designee), and a Student Support Services designee. To assure a quorum alternates for the faculty positions are appointed by the chair of the Admissions Committee from a list of those who have previously served on the Committee. *[rev. 7-97, 7-06, 7-08, ed. 7-05, 4-12]*

1640.10

AMERICANS WITH DISABILITIES ACT ADVISORY

[Created 2012, see Ubuntu FSH 1640. 58]

A. FUNCTION.

A-1. To advise the Director of Human Rights, Access and Inclusion on all matters relating to disability, including universal access and design of university facilities, websites, and programming; accommodation of students, faculty and staff with disabilities; full compliance with the Americans With Disabilities Act as amended, Idaho Human Rights Act, Rehabilitation Act of 1974, and Fair Housing Act; and to discharge such other functions as may be assigned by the Faculty Senate or by the president or the president's designee.

A-2. To fulfill the major faculty responsibility for monitoring and advancing UI's commitment to ensuring that its facilities, programs, activities and services are accessible to all persons with learning, sensory, physical and other disabilities, and to serve the needs of these members of the university community. The committee works closely with administrative officers in identifying and ensuring compliance with applicable laws, regulations and best practices, as well as regents' policy.

A-3. To submit periodic reports on its activities to the Director of Human Rights, Access and Inclusion, who will distribute them to the Faculty Senate along with recommendations for appropriate program or policy changes.

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B. STRUCTURE AND MEMBERSHIP. Three (one from the library, one academic administrator, and the third should have experience and/or possess knowledge of persons with disabilities) all of whom are selected by the Committee on Committees, ITS Director (or designee), Facilities Director (or designee), Executive Director for Human Resources (or designee), Director of Disability Support Services, Director of Housing, Director of Human Rights, Access and Inclusion (who also serves on Ubuntu), two staff members, two students (undergraduate and graduate), and the following without vote: Parking and Transportation Services, Center on Disabilities and Human Development, Public Safety & Security (or designee), and Office of General Counsel. *[ed. 8-12]*

1640.12

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC)

(See also APM 45.01)

A. FUNCTION. To perform the functions of the IACUC as defined in APM 45.01. *[ed. 7-06, rev. 7-10]*

B. STRUCTURE. *[rewritten 7-10]*

B-1. Members are appointed to three year terms by the Institutional Official (IO) who is the VP for Research and Economic Development. To provide the necessary expertise and continuity members may serve successive terms with reappointment by the IO.

B-2. The committee is composed of not less than seven voting members including the Campus Veterinarian; the Manager of the Laboratory Animal Research Facility; a public member who is not employed by the UI, is not a laboratory animal user, is not an immediate family member of an individual affiliated with the UI, and is not a practicing scientist experienced in research involving animals; one member of the faculty or staff with responsibilities involving the utilization of animals in teaching or research from each of the following - the College of Agriculture and Life Sciences, the College of Natural Resources, the College of Science, and one member at large. The public member/non-scientist position may be fulfilled by two individuals at the discretion of the IO. (See Guide for the Care and Use of Laboratory Animals on the National Academies of Science website.)

B-3. Alternates that meet the criteria for each of the specified positions may be appointed by the IO.

B-4. The Chief Research Compliance Officer serves as a standing member without vote.

B-5. The IO may remove and replace a committee member at any time when the IO has determined that the member is unwilling or unable to perform committee member functions.

1640.14

INSTITUTIONAL BIOSAFETY COMMITTEE (IBC)

[rewritten 7-10]

A. FUNCTION. On behalf of the University, the Institutional Biosafety Committee (IBC) is responsible for:

A-1. Reviewing and approving potentially biohazardous material research, including infectious agents (humans, plants, animals) or biological agents with potential harm to the environment, Select Agent and Toxins and recombinant DNA activities conducted at or sponsored by the institution for compliance with governmental agencies: Select Agent Regulations, the NIH Guidelines, (NIH) and alignment with best practices as provided in the Biosafety in Microbiological and Biomedical Laboratories, (BMBL) and other appropriate best practices. (Links to the governmental agencies are available at the Office of Research Assurances or IBC websites). This review shall include: (i) independent assessment of the containment levels appropriate for the proposed research; (ii) assessment of the facilities, procedures, practices, and training and expertise of personnel involved in research. As appropriate consultants may be utilized to assist the IBC. (NIH section IV-B-2-b-1 and University Biosafety Policy)

A-2. Notifying the Principal Investigator of the results of the IBC's review and approval. (NIH section IV-B-2-b-2)

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A-3. Lowering containment levels for certain experiments as specified in NIH section III-D-2-a, Experiments in which DNA from Risk Group 2, Risk Group 3, Risk Group 4, or restricted agents cloned into nonpathogenic prokaryotic or lower eukaryotic host-vector systems. (NIH section IV-B-2-b-3)

A-4. Setting containment levels as specified in NIH Sections III-D-4-b, Experiments Involving Whole Animals, and III-D-5, Experiments Involving Whole Plants. (NIH section IV-B-2-b-4)

A-5. Periodically reviewing recombinant DNA research and potentially infectious material research conducted at the institution to ensure compliance with the NIH Guidelines and BMBL best practices. These reviews occur every three years. (NIH section IV-B-2-b-5)

A-6. Adopting emergency plans covering accidental spills and personnel contamination resulting from potentially infectious material and recombinant DNA research. (NIH section IV-B-2-b-6)

The IBC also serves as an advisory body to the Vice President for biohazardous research activities.

B. STRUCTURE. The IBC is a faculty chaired committee. In accordance with NIH Guidelines, the IBC must be comprised of no fewer than five members so selected that they collectively have experience and expertise in recombinant DNA technology and the capability to assess the safety of recombinant DNA research and to identify any potential risk to public health or the environment. These members are nominated by the Vice President for Research and Economic Development. Three members of the committee serve as standing members of the committee as part of their job role: 1.) The Biosafety Officer, 2.) The Chief Research Compliance Officer and 3.) The Campus Veterinarian. At least two members shall not be affiliated with the University (apart from their membership on the IBC) and represent the interest of the surrounding community with respect to health and protection of the environment. The IBC shall include at least one individual with expertise in plant, plant pathogen, or plant pest containment principles when experiments utilizing Appendix P of the NIH Guidelines, *Physical and Biological Containment for Recombinant DNA Research Involving Plants*, require prior approval by the IBC. The IBC shall include at least one scientist with expertise in animal containment principles when experiments utilizing Appendix Q of the NIH Guidelines, *Physical and Biological Containment for Recombinant DNA Research Involving Animals*, require IBC prior approval. When the institution conducts recombinant DNA research at BL3, BL4, or Large Scale (greater than 10 liters), a Biosafety Officer is mandatory and shall be a member of the IBC. In order to ensure the competence necessary to review and approve research protocols, every effort is made to ensure that the committee also includes expertise in infectious materials, biological safety, physical containment, a person knowledgeable in institutional commitments and policies, applicable law, standards of professional conduct and practice, and a member of the laboratory technical staff. When changes in NIH guidelines require change in committee structure, such changes will become effective at the time required by federal law, (NIH Section IV-B-2-a). To provide the necessary expertise and continuity of operation, members may serve consecutive three-year terms.

The Responsible Official (RO) who is the VP for Research and Economic Development may remove and replace a committee member at any time when the RO has determined that the member is unwilling or unable to perform committee member functions.

1640.18

BORAH FOUNDATION COMMITTEE

A. FUNCTION. To outline and execute a continuing program to achieve the objectives of the foundation established at UI in memory of United States Senator William E. Borah. In accordance with those objectives, the Borah Foundation Committee will sponsor programs and projects focusing on understanding the causes of war and the conditions that contribute to peace. [rev. 9-02]

B. STRUCTURE. Six faculty members, two staff, four students, and (without vote) the associate director of the Martin Institute for Peace Studies and Conflict Resolution. This committee requires a heavy time commitment; as such, elected members will serve two year terms. The Borah Foundation Committee meets weekly and elects its own chair. The Borah

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Foundation Committee members serve from April 1st of the year of appointment. *[rev. 7-97, 7-05, 7-06, 4-11, 9-13]*

1640.20

UNIVERSITY BUDGET AND FINANCE COMMITTEE

[created January 2005; replacing previous Institutional Planning and Budget Advisory 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 13 voting members, plus 4 nonvoting members. The voting members will consist of seven faculty, four selected by Committee on Committees and three Senators elected from the Faculty 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, 7-16]*

The committee's chair will be selected by the Committee on Committees from one of the 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, 7-16]*

1640.22

CAMPUS PLANNING ADVISORY COMMITTEE

A. FUNCTION.

A-1. To advise the Faculty Senate and the president concerning campus planning, including such areas as the following: *[ed. 7-09]*

- a.** To recommend projects that affect the campus environment and to review such projects that originate outside of the committee.
- b.** To encourage optimal use of UI's human and physical resources in the planning of campus development.
- c.** To consider faculty and staff views concerning interrelationships between academic and support programs and their environment.
- d.** To be concerned with both short-term and long-term projects and with their immediate and future implications.

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e. To be concerned with the coordination of campus and community planning: keeping informed on development planning in the community, taking such planning into consideration in campus planning, and informing community planners of projected campus developments.

A-2. To present annually to the Faculty Senate and the president a report on the campus plan. Because of the responsibility of the vice president for infrastructure for overseeing facility planning and maintenance [see 1420 B-1], this committee regularly reports to the president through that vice president. *[ed. 7-09, 1-17]*

B. STRUCTURE. Five faculty members, two of whom are elected by and from Faculty Senate. The committee's chair will be selected from one of these five. The other members of the committee will be the Vice President for Infrastructure (or designee), the Assistant Vice President for Facilities, the CIO of Information Technology, one staff member, and the Coordinator of Disabled-Student Services (or designee). *[rev. 7-99, 7-06, 7-08, 7-10, ed. 7-04, 7-09, 9-15, 1-17]*

1640.24

CLASSIFIED POSITION APPEAL BOARD (CPAB)

A. FUNCTION. To hear, on referral from the vice president for administration and finance, appeals from decisions of Human Resources (HR) regarding position classifications; to make recommendations to the vice president as to disposition of such appeals; and to advise the vice president on problems and procedures concerning position classification. *[ed. 7-06]*

B. STRUCTURE. Four members of the classified staff, at least one of whom holds a supervisory position; two faculty members, each of whom holds or has held an administrative position at UI; and, without vote, the director of employment services. The staff members are nominated by the Staff Affairs Committee and the faculty members are nominated by the Committee on Committees. Members are appointed by the president and serve for three years, with one-third taking office each year. The board elects its own chair. *[ed. 7-05]*

C. PROCEDURES.

C-1. Appeals of classification decisions made by HR are submitted directly to the vice president for administration and finance. A "Notice of Appeal" form must be filed with the vice president, with a copy to the CPAB chair, within 30 days of the notification to the supervisor by HR of its decision. *[ed. 7-06]*

C-2. The vice president will notify the director of employment services that a "Notice of Appeal" form has been received and that an advisory opinion is being requested from the CPAB. The vice president will request that HR supply seven copies of available documentation to the CPAB chair within 10 working days. CPAB will schedule a hearing at the earliest time convenient for all parties. *[ed. 7-06]*

C-3. The director of employment services, the employee, and his or her supervisor will be notified of the date, time, and place of the hearing. The format is as follows: The analyst from HR will present the basis for the decision that was made; the employee or supervisor, or both, will present reasons for disagreement; the human resources analyst will be given time for closing comments as will the employee and the supervisor. The board may ask questions for further clarification after the presentation. The board will then meet in closed session for deliberation. *[ed. 7-06]*

C-4. The CPAB will forward its recommendation to the vice president. The vice president will notify the employee, the employee's supervisor, the director of employment services, and the CPAB chair of the final decision. *[ed. 7-06]*

1640.26

COMMENCEMENT COMMITTEE *[rev. 7-98]*

A. FUNCTION.

A-1. To recommend policies applicable to the annual commencement exercises, to provide the president with a list of recommended speakers for the general ceremony, to consider and communicate the concerns of faculty members and colleges with regard to the entire commencement proceedings, and to provide advice to the registrar or president on

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any other business that pertains to the academic aspects of commencement. [See also 4980.] *[ren. 7-98]*

A-2. To screen nominations for honorary degrees. [See Section 4930.] *[add. 7-98, ed. 7-00, 7-04]*

A-3. To act for the faculty in recommending candidates for honorary degrees to the president. [See Section 4910.] *[add. 7-98]*

A-4. To review the guidelines and procedures concerning the awarding of honorary degrees and to recommend changes to the Faculty Senate. *[add. 7-98, 7-09]*

B. STRUCTURE. Five faculty members (one of whom serves as chair), one honors student (nominated by ASUI in consultation with the director of the University Honors Program), and the registrar. The chair of this committee also serves as an ex-officio member of the administrative committee charged with production of the commencement activities. *[rev. 7-98]*

1640.28

COMMITTEE ON COMMITTEES

A. FUNCTION.

A-1. To appoint members to and fill vacancies on all university-level faculty standing committees, subject to confirmation by the Faculty Senate. To ensure full membership when committees begin meeting each fall, authority is given to the Faculty Secretary, Faculty Senate Chair and Vice Chair (aka Committee on Committees Chair) to fill vacancies as they arise over the summer and early fall semester, subject to confirmation by the Committee on Committees and Faculty Senate. *[ed. 7-09, rev. 1-15]*

A-2. To conduct a continuing study of UI's committee structure and of the function and structure of individual standing committees, and to make recommendations to the Faculty Senate. *[ed. 7-09]*

B. STRUCTURE. Six faculty members, vice chair of the Faculty Senate (chair), Faculty Secretary (w/o vote) and the following or their designees: provost and executive vice president and ASUI president. *[rev. 7-05, ed. 7-06, 7-09]*

1640.34

PROVOST COUNCIL

[ed. 7-06]

A. FUNCTION. [See also 1420 D.] To advise the provost and provide a communication forum for the following purposes:

A-1. Implementing academic policies and procedures.

A-2. Operating faculty personnel policies.

A-3. Evaluating the effectiveness of academic-management procedures.

A-4. Developing academic budgetary priorities.

A-5. Implementing academic budgetary procedures.

B. STRUCTURE. Provost (chair), vice provosts for academic affairs and student affairs, vice president for research, dean of graduate studies, WWAMI director, library dean, center leadership and academic deans. *[rev. 7-03, 7-06, 1-07]*

1640.35

DISABILITY AFFAIRS COMMITTEE

[Combined with Affirmative Action in July 2006]

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1640.36

DISMISSAL HEARINGS COMMITTEES

[This section was removed from FSH 3910 D-3.b. and placed here in July 2008]

A. FUNCTION. This committee will conduct a hearing at the request of a faculty member who has been terminated to determine whether their termination was properly based on the grounds stated (see FSH 3910 D-3 and 3920 D.)

B. STRUCTURE AND MEMBERSHIP: The DHC is composed of four faculty members and one administrator at the departmental level or above, six faculty members and three administrators as alternates. Committee members, including alternates, are chosen on the basis of their objectivity and competence and the high regard in which they are held in the UI community. In appointing members the Committee on Committees should attempt to reflect the diversity of the UI faculty. Due to the possibility a case may be appealed to the Faculty Appeals Hearing Board care should be taken in appointing members to both Faculty Appeals Hearing Board and Dismissal Hearings Committee. The term of membership is three years. *[rev. 1-09, 4-11]*

C. SELECTION: The faculty member requesting a hearing has the right to substitute up to two members appointed with two others from the alternate list. The provost also has the right to substitute two members appointed with two others from the alternate list. If as a result of substitutions and conflicts of interest there are an insufficient number of faculty members or administrators on the alternate list, the Committee on Committees will be asked to appoint more members to the alternate list as needed. Once the panel for an individual hearing has been determined, it will meet at the direction of the chair of the Dismissal Hearings Committee and elect its own panel chair. In selecting a chair, a tenured faculty member will receive priority. *[rev. 1-09]*

C-1. Panel Chair's Role: Once a panel chair has been selected, he/she will request a meeting with the Faculty Secretary at their earliest opportunity to discuss and review process. The panel chair may request assistance from the Faculty Secretary, Ombuds or General Counsel's office throughout the hearing. *[add. 7-15]*

C-2. Observers: Both parties may have an advisor or counsel at the hearing. *[add. 7-15]*

1640.40

FACILITIES SCHEDULING POLICY COMMITTEE

[Substantially revised in 2007. See also APM 35.35]

A. FUNCTION.

A-1: To develop, implement, and manage scheduling policies and procedures to ensure the impartial and principled use of university facilities, both buildings and grounds, consistent with accreditation standards.

A-2: To advise the president or the president's designee on the operational use of UI facilities and to advise him/her and the vice president for finance and administration concerning appropriate fees to charge.

A-3: To manage the impact of events, programs, and multiple events on daily University operations.

A-4: To ensure the effective resolution of scheduling conflicts.

A-5: To communicate information to the campus and community concerning facility use, policy, and procedures.

B. STRUCTURE. Registrar (co-chair), assistant vice president for auxiliary services (co-chair), vice provost for academic affairs, dean of students, assistant vice president for facilities, faculty secretary, two faculty members, the chair of the Department of Health, Physical Education, Recreation & Dance, the chair of Lionel Hampton School of Music, the chair of Theatre Arts and Film, the risk management officer, the director of Commons and Union/Campus Recreation, the director of Conference Services, the associate registrar, the manager of KIBBIE/Memorial Gym/Pool Center, the associate director of Athletics, the facilities planner, two ASUI representatives (one from the Student Recreation Center Board and one from the Student Union-Commons Board).

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C. CONTEXT: UI Facilities are used by multiple programs, including: academic programs, intercollegiate athletics, campus recreation programs, and by multiple constituencies including students, faculty, staff, retirees, alumni, and visitors. As demand for university facilities increases, there will be increasing potential for scheduling and scheduling policy conflicts. Policies and procedures for ensuring the impartial and principled resolution of those scheduling conflicts will be critical.

D. MAJOR OBJECTIVES:

- D-1.** To analyze the issues associated with scheduling and resolving facilities scheduling conflicts.
- D-2.** To develop effective policies and procedures for University facility use that:
 - a.** support the general educational mission of the University;
 - b.** maximize opportunity to provide a revenue stream from facilities when such uses do not conflict with the mission of the University;
 - c.** minimize risk of loss associated with the goals, finances, operations, compliance ;
 - d.** provide for the impartial, principled scheduling of facilities and for resolving scheduling conflicts, while ensuring both efficient use of the facilities and an efficient scheduling process.
- D-3.** To develop systematic assessment methods and procedures (when needed) which demonstrate the effectiveness and impartiality of the scheduling process.
- D-4.** To provide those with programs or activities in these facilities with an on-going opportunity for representative participation in the scheduling process.

1640.42

FACULTY AFFAIRS COMMITTEE (FAC)

A. FUNCTION.

- A-1.** To conduct a continuing study of salaries, professional problems, welfare, retirement options and benefits (including 403b plans), and working conditions of faculty members.
- A-2.** To call the attention of the Faculty Senate or the president, as appropriate, to matters concerning faculty affairs in any college or other unit that the committee believes should be of concern. *[ed. 7-09]*
- A-3.** To serve as a “court of first instance” in matters of dispute involving the interpretation and application of policies affecting the welfare of faculty members.
- A-4.** To cooperate and make joint recommendations with the Staff Affairs Committee for the solution of problems common to the faculty and the staff.

B. STRUCTURE. Nine faculty members, not more than two of whom are departmental administrators (administrators above the departmental level are not eligible for membership on this committee). *[rev. 7-08]*

1640.43

FACULTY APPEALS HEARING BOARD

[This section was removed from FSH 3840 C & D and placed here in July 2008]

A. FUNCTION. This board will conduct a hearing at the request of a faculty member who wishes to appeal an institutional decision under FSH 3840 A. In each case referred to it, the board has the following responsibilities: *[ed. 4-12]*

- A-1.** To review all documentary evidence submitted by the parties prior to the hearing and all evidence submitted by the parties at the hearing. The board may require the parties to submit evidence deemed relevant by the board.

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A-2. To determine whether there has been any (1) failure to comply with prescribed procedures, (2) application of inappropriate considerations, (3) abuse of discretion, or (4) abuse of the appellant's academic rights and privileges.

A-3. To make recommendations to the president.

B. STRUCTURE AND MEMBERSHIP: Five faculty members, one of whom is a departmental administrator, are principal members. In addition, five other faculty members, two other departmental administrators, and three off-campus faculty members are appointed as alternate members of the board. In appointing members, including alternates, the Committee on Committees must ensure that the majority of the members are tenured and each of them have been employed at the UI for longer than two years. Since a case for dismissal is appealable to the Faculty Appeals Hearing Board, care should be taken in appointing members to both Faculty Appeals Hearing Board and Dismissal Hearings Committee. The term of membership is three years, with initial terms staggered to form a rotation pattern. The off-campus alternates will serve, in place of principal faculty members chosen by lot, when an appeal by an off-campus faculty member is to be heard. The other alternate members will serve, as appropriate, when a principal member is deemed to have a conflict of interest. Once the panel for an individual hearing has been determined, it will meet at the direction of the chair of the Faculty Appeals Hearing Board and elect its own panel chair. [In selecting a chair, a tenured faculty member will receive priority.](#) [rev. 7-99, 1-09, 4-11]

B-1. Panel Chair's Role: Once a panel chair has been selected, he/she will request a meeting with the Faculty Secretary at their earliest opportunity to discuss and review process. The panel chair may request assistance from the Faculty Secretary, Ombuds, or General Counsel's office throughout the hearing. [add. 7-15]

B-2. Observers: Both parties may have an advisor or counsel at the hearing. [add. 7-15]

C. SPECIAL CONSIDERATION: Faculty members serving on the Faculty Appeals Hearing Board (FAHB) should take careful note of the following additional considerations and conditions for service: 1) appeals usually occur following tenure, promotion, and salary decisions in the middle of the Spring semester, 2) appeal hearings usually require a 2-4 hour time block which will require meeting on a weekday evening or Saturday to accommodate the schedules of all of the parties involved in a hearing, and 3) the term of office of a member of the FAHB ends when the last active case final report is submitted. Faculty members not willing to abide by these conditions should not apply for service on the Faculty Appeals Hearing Board. [add. 7-02]

1640.44

FACULTY SENATE

[See 1520 V and 1580 for the function and structure of this senate. ed. 7-09]

1640.46

ARTS COMMITTEE

[rev. 7-99, extensively revised 7/08]

A. FUNCTION:

A-1. To advise the university administration regarding the management of the university arts, including, but not limited to: acquisition, deaccession, maintenance, and display of works of visual and performing art at the University of Idaho.

A-2 To serve in an advisory capacity for future needs and developments regarding the arts, including, but not limited to: expenditures, inclusion of the arts in new construction, fundraising, and the direction of the arts on campus.

A-3 To serve as a liaison on arts issues between colleges, departments, faculty, staff, student body, local community and the university administration.

A-4 To advocate for the arts through endeavors that advance arts education on campus and community outreach and enrichment in the effort of increasing the University of Idaho's reputation as a leading cultural center in the Northwest.

B. STRUCTURE AND MEMBERSHIP. The committee is composed of eight voting members consisting of five faculty members representing at least four units, one staff member, two students (including a representative from the ASUI Fine Arts Committee when possible), and four ex-officio (non-voting) members to include one administrator designated by the president, a representative of the Laboratory of Anthropology, a representative from Facilities Management, and the Moscow Arts Commission Art Director, or designee.

1640.47
FISCAL EMERGENCY COMMITTEE
[Removed 7/05 no longer exists.]

1640.48
GRADUATE COUNCIL
[See 1700 V for the function and structure of this council.]

1640.50
GRIEVANCE COMMITTEE FOR STAFF EMPLOYEES
[See 3860 for the function and structure of this committee.]

1640.51
GRIEVANCE COMMITTEE FOR STUDENT EMPLOYEES
[See 3880 for the function and structure of this committee.]

1640.53
HONORS PROGRAM COMMITTEE

A. FUNCTION.

- A-1.** To recommend policies for the University Honors Program, including admission requirements.
- A-2.** To act on changes in the program.
- A-3.** To act on petitions for exceptions to the requirements of the program. (The committee's actions on petitions may be appealed as stated in 2500.)

B. STRUCTURE. Six faculty members to represent a broad spectrum of the UI community, an academic dean from one of the six colleges representing the honors curriculum (college representation to rotate on an annual basis), President of the Honors Student Advisory Board or designee, and (w/o vote) director of the University Honors Program (UHP), program advisor of the UHP (staff). The latter serves as secretary. One of the six appointed faculty members serves as chair. *[rev. 7-97, 7-03, 7-05, 7-06, 3-14, ed. 7-98, 7-10]*

1640.54
INSTITUTIONAL REVIEW BOARD
[Formerly Human Assurances Committee, rev. 1-09, rewritten 7-10]

A. FUNCTION. The federal government requires the University to designate an Institutional Review Board (IRB) to ensure that human participant research conducted under the auspices of the University meets federal requirements. Under the approved federal-wide assurance (FWA00005639) for the University, the IRB shall apply the regulations set forth by HHS (www.hhs.gov) at [45 CFR 46](#) to all human participant research, regardless of funding source, and shall be guided by the ethical principles set forth in *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research of the National Commission for the Protection of Human Subjects*. The IRB shall also apply the human participant research regulations established by the Food and Drug Administration for clinical investigations involving drugs, biologics, medical devices, and other test articles. ([21 CFR 50](#); [56](#); [312](#), and [812](#)). The IRB shall act in conformance with other federal laws and regulations germane to human participant

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research and with state and local law that serves to elucidate and supplement federal regulations for human subject research. [See FSH 5200]

A-1. Research that has been approved by the IRB may be subject to further review and approval or disapproval by UI officials. However, university officials may not approve research that has not been approved by the IRB. (45 CFR 46.112)

The committee also serves as an advisory body to the VP for Research and Economic Development for Human Subjects/Participants Research Matters.

B. STRUCTURE AND MEMBERSHIP.

B-1. The IRB is a faculty-chaired committee.

B-2. It shall have at least five members, with varying backgrounds to promote complete and adequate review of research activities commonly conducted at the University of Idaho [45 CFR 46.107(a)].

B-3. The position of Chief Research Compliance Officer serves in the capacity of a non-voting standing committee member to assist in representing institutional commitments and regulations, [45 CFR 46.107(a)].

B-4. The IRB shall include one member whose primary concerns are in scientific areas and one member whose main concerns are in nonscientific areas [45 CFR 46.107(c)].

B-5. The IRB shall include one member who is not otherwise affiliated with the institution and who is not part of the immediate family of a person who is affiliated with the institution [45 CFR 46.107(d)].

B-6. The IRB may, in its discretion, invite individuals with competence in special areas to assist in the review of issues which require expertise beyond or in addition to that available on the IRB. These individuals may not vote with the IRB [45 CFR 46.107(f)].

B-7. The Signatory Official, who is the VP for Research and Economic Development may remove and replace a committee member at any time. If and when he/she determines that the member is unwilling or unable to carry out committee functions.

1640.55

INFORMATION TECHNOLOGY COMMITTEE

[created 7-00, replacing Instructional Media Services Advisory and University Computing Advisory Committees]

A. FUNCTION. To advise and recommend university policies regarding the planning, implementation, and maintenance of information technology in the areas of teaching, research, outreach, and management.

A-1. To make recommendations to the Faculty Senate, the president, the provost, and other appropriate administrators concerning policies and procedures affecting university-wide information technology. *[ed. 7-09]*

A-2. To solicit recommendations from the faculty, staff, students, and administration concerning present and proposed policies and procedures related to university-wide information technology.

A-3. To review, in an advisory capacity, short-term and long-term plans related to university-wide technology.

A-4. This committee traditionally meets on Mondays at 3:30 p.m. *[add. 7-08]*

B. STRUCTURE AND MEMBERSHIP. Six faculty members broadly representative of disciplines in the university including one from the library, the Vice-President for Research, or designee (w/o vote), the Executive Director of Information Technology, or designee (w/o vote), the Registrar, or designee (w/o vote), the Director of the Center for Teaching Innovation, or designee, a representative of the off-campus faculty, the student chair of the Student Computing

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Advisory Committee, or designee. The voting members of the committee (including the committee chair but excluding the student member) are selected by the Committee on Committees, giving special attention to appointing faculty members who are active in and have a great interest in the general area of information technology and its application to teaching, research, outreach, and management. *[ed. 7-05, rev. 7-06]*

1640.56

INTELLECTUAL PROPERTY COMMITTEE

A. FUNCTION.

A-1. To consider, investigate, and make recommendations toward resolution of disputes concerning (1) ownership of maskworks and copyrightable and patentable materials, and (2) allegations of unauthorized use of copyright infringement of UI sponsored materials.

A-2. To present annually to the Faculty Senate and the president a report on any problems regarding intellectual property at UI and to make recommendations. *[ed. 7-09]*

B. STRUCTURE AND MEMBERSHIP. The committee consists of five faculty members, one of whom is a departmental administrator, and at least a majority of whom are from disciplines which historically have given rise to substantial numbers of copyrights, maskworks, and patents. In addition, two faculty members are appointed as alternates from a list of those who have previously served on the committee, to serve, as appropriate, when a principal member is deemed to have a conflict of interest and the director of technology transfer, or designee (w/o vote). The chair of the committee is chosen by the Committee on Committees. *[rev. 7-06, 7-08, 5-12]*

1640.57

INTERNATIONAL AFFAIRS COMMITTEE

[Removed 7-06, it was determined that a task force could be formed when needed.]

1640.58

UBUNTU

[Affirmative Action and Disability Affairs & Juntura were combined in 2012 to form Ubuntu]

A. CONTEXT. Ubuntu, as explained by Desmond Tutu, is essential to the interconnectedness of being human and living in interdependent communities. Ubuntu is affirming and inclusive of others because we all belong to a larger whole which is diminished when any members are humiliated, disrespected or oppressed. People with Ubuntu enrich themselves but do so in ways that enable the community and all its members to also improve. In this spirit the Ubuntu committee is established to advance these ideals.

B. FUNCTION.

B-1. Ubuntu will promote the values of respect, understanding, and fairness within our diverse university experience; review university policies and programs affecting under-represented and/or under-served students, staff, and faculty in consultation with appropriate representatives as necessary across campus; recommend changes and additions in university policies and programs that enhance student/staff/faculty success and advancement. *[See also 4340.]*

B-2. Ubuntu will monitor and advance the university's affirmative action and equal opportunity programs *[see FSH [3060](#)]* being a strong and active voice ensuring that the university's programs, activities and services are accessible to persons with learning, sensory, physical and other disabilities. The committee will also work closely with the Americans with Disabilities Act Advisory Committee (ADA) to identify relevant rules and regulations pertaining to specific affirmative action and equal opportunity problems at the university. Ubuntu also recommends policies and procedures to address specific disabled access challenges at the university, consistent with requirements of applicable regulations and regents' policy ensuring that the 'spirit of the law' is followed.

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B-3. This committee will advise the president on matters of equal opportunity, ensuring that UI's programs, activities and services are available to persons with learning, sensory, physical and other disabilities, and identify avenues for ensuring the campus community creates a fair and inclusive environment for all.

B-4. This committee will also discharge such other functions as may be assigned by the Faculty Senate or by the president or the president's designee. It will also submit periodic reports on its activities to the Faculty Senate including recommendations for appropriate program or policy changes (see FSH 1460).

C. STRUCTURE. Four faculty, one of whom serves as chair; two staff members (one from Staff Affairs); two students (one undergraduate (ASUI) and one graduate (GPSA or SBA), one of whom belongs to an under-represented and/or under-served student population and the following *ex officio* members without vote or their designees: the ASUI Director of Diversity Affairs, Coordinator of Student Support Services, the Director of Multicultural Affairs, the Director of the Women's Center, a representative from Human Resources, the Director of Human Rights, Access and Inclusion, the Director of Diversity and Community, the Coordinator for Disability Support Services, the Director of International Programs, the LGBTQA Coordinator, and the Director of the Native American Student Center or the Native American Tribal Liaison. [rev. 12-13]

1640.60

LIBRARY AFFAIRS COMMITTEE

A. FUNCTION. To recommend policies and procedures concerning the needs, functions, and objectives of the University Library. [See also 6920.]

B. STRUCTURE. One faculty member plus one faculty member each from humanities, sciences, and social sciences; one faculty from the library; one undergraduate student; one graduate student; and (w/o vote) dean of library services. [rev. 7-06]

1640.64

OFFICER EDUCATION COMMITTEE

A. FUNCTION. [See also 1565 G.] [ed. 7-06]

A-1. To be concerned with the academic integrity of the Officer Education Program (OEP).

A-2. To advise the president, the faculty, and the Departments of Aerospace Studies (WSU), Military Science, and Naval Science on academic matters concerning OEP.

A-3. To review and recommend to the University Curriculum Committee courses to be offered by the above-named departments.

A-4. To carefully review and evaluate the academic credentials of proposed OEP instructional appointments and to report these evaluations and recommendations to the vice provost of academic affairs. [rev. 7-03, 7-06, 7-09]

A-5. To assist the OEP to integrate effectively within the UI community.

B. STRUCTURE. Heads of the Departments of Aerospace Studies (WSU), Military Science, and Naval Science, three other members of the faculty, (one of whom serves as chair), the Vice Provost for Academic Affairs, or designee (*ex officio*), and two students (one ROTC and one non-ROTC). [rev. 7-03, 7-06, 7-08]

1640.66

PARKING COMMITTEE

A. FUNCTION. To hear and decide appeals concerning matters involving parking and to review and advise the university administration on campus parking conditions, policy, **and** regulations. Decisions of this committee regarding parking violations may be appealed to the assistant vice president for facilities. [See also 6120 and 6940.] [ed. 7-99, 7-03, 10-12, rev. 7-06]

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B. STRUCTURE. Three members of the faculty, three members of the staff, two students, and (w/o vote) the parking coordinator. *[rev. 7-06]*

1640.69

PROMOTIONS REVIEW COMMITTEE

[See 3560 H-2 for the function and structure of this faculty committee.] [ed. 7-00, 7-10]

1640.70

PUBLICATIONS BOARD

A. FUNCTION. To advise the UI administration on major publications, such as catalogs, viewbooks, magazine, faculty-staff newsletter, and annual reports; to consider communication options; and to recommend the most effective ways to reach targeted audiences. Specific responsibilities include:

A-1. Reviewing UI publications intended for general audiences, including public, civic, and governmental leaders and alumni, and, from time to time, recruiting and other outreach materials. These are evaluated as to purpose, content, type of message, and effectiveness.

A-2. Reviewing trends and proposing priorities, content, and means of reaching new audiences.

A-3. Reviewing policy related to use of UI's corporate identity symbols and recommending policy changes.

B. STRUCTURE. Director of university communications (chair), vice provost for academic affairs, executive director of UI Foundation, director of alumni relations, director of New-Student Services, publication creative director, publications editor, and secretary of the faculty. *[ed. 7-99]*

1640.71

RADIATION SAFETY COMMITTEE

A. FUNCTION. To be responsible to the vice president for finance and administration for all aspects of UI's radiation-safety program and consult with individual investigators concerning radiation safety procedures. The Radiation Safety Committee is responsible for all matters pertaining to the formation, administration and operation of a comprehensive radiation safety program. The Radiation Safety Committee reviews new applications and renewal applications to use radioactive materials, conducts audits and reviews of the radiation safety program, determines appropriate levels of radiation safety training and testing, maintains records of committee proceedings and actions, develops radiation safety manuals and safety practices, and ensures compliance with all applicable rules and regulations. *[See also 6120.] [ed. 7-05, 7-06, rev. 11-10]*

B. STRUCTURE. Radiation safety officer, director of Environmental Health and Safety or a representative of Finance and Administration, and an academic dean or department head and up to eight technical members. The academic administrator and the technical members are selected from the various areas of teaching and research where radioactive materials are used. These include, but are not limited to, agricultural sciences, forestry, life sciences, mining and metallurgical sciences, engineering, and physical sciences. A technical member must meet the requirements of an authorized user. To provide the necessary expertise and continuity of operation, technical members may serve two or more consecutive terms, but the membership may not include more than two technical members who have served continuously for more than two three-year terms. The chair and vice chair are elected each spring by the current members of the committee to serve for the next membership year. The term of the chair is one year but may serve two consecutive terms. A quorum shall consist of the chair, radiation safety officer, director of Environmental Health and Safety or a representative of Finance and Administration, and a minimum of four of the eight technical members. All requests for committee action are submitted to the radiation safety officer. When a sufficient number of items have been received, the radiation safety officer, with approval from the chair, will arrange a meeting of the Radiation Safety Committee. The Radiation Safety Committee shall meet as often as necessary but not less than quarterly. *[ed. 9-10, rev. 11-10]*

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1640.72

RESEARCH COUNCIL

A. FUNCTION. The Research Council is the faculty's standing committee that oversees the implementation of discovery, creativity, and research policies [see 5100 and 5200] and resolves disagreements about the interpretation or implementation of those policies. The Institutional Review Board (IRB) is a standing subcommittee of the Research Council. For information on its function, structure, and membership, call the Research Office. [See also 5200 D and E.][*rev. 1-06, 1-09*]

B. STRUCTURE. One faculty member from each of the colleges, four members appointed by the president to ensure adequate representation from faculty constituencies that are most active in discovery, creativity, and research policies while ensuring that faculty engaged in multidisciplinary activities are represented, and (w/o vote) vice president for research and dean of library services (or the latter's designee). The representatives from the colleges are designated in accordance with procedures determined by their respective faculties. The vice president for research and economic development serves as chair of the Research Council. [*ed. 7-97, 9-10 rev. 1-06*]

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, 7-16*]

1640.76

SAFETY AND LOSS-CONTROL COMMITTEE

[*created 7-00, replacing previous Safety Committee*]

A. FUNCTION. The responsibilities and purposes of the committee are as follows: **a.** to promote policies and programs that will provide a safe and healthy working and living environment for university students, employees, and members of the public, and that will protect public property from injury or damage; **b.** to promote the principles and associated benefits of an effective Safety and Loss-Control Policy; **c.** to endorse and systematically promote university employee safety training; **d.** to encourage the campus community to identify, correct, and report potential hazards and/or unsafe work practices; **e.** to monitor and review University of Idaho accident and loss summarized reports and statistics; and; **f.** to report annually to Faculty Senate and the President's Executive Council on campus-wide safety initiatives and program development. [*ed. 7-09*]

B. STRUCTURE. The committee is composed of 17 voting members and 3 ex-officio (non-voting) members, as follows: One faculty member from each college; Director of University Residences or designee; Director of Student Health Services or designee; Assistant VP of Facilities or designee; Assistant Vice-President of Human Resources, or designee; Staff Affairs Representative; one undergraduate student; one graduate student; Commander, Moscow Police Department, campus subdivision (ex-officio); Occupational Safety Specialist (ex-officio); the Director, Environmental Health & Safety (ex-officio), and the University of Idaho's Executive Director of Public Safety or designee. The Safety and Loss-Control Committee is governed by a chair and vice-chair, with the vice-chair assuming responsibilities of the chair after one-year rotation. The committee elects its own chair and vice-chair from among the voting members. Committee members representing colleges are appointed by the university's Committee on Committees and serve a three-year period. The college representatives are *ex officio* members of their college unit safety committees. Student members of the committee will serve terms as recommended by the ASUI and GPSA. [*rev. 7-05, 7-06, 7-08, ed. 6-09, 10-13*]

1640.77

SCIENTIFIC MISCONDUCT COMMITTEE

A. FUNCTION. An inquiry board (FSH 3230 E-3) formed from the members of this committee is charged with making a preliminary evaluation of the evidence and testimony of the respondent, complainant, and key witnesses to determine whether there is sufficient evidence of possible scientific misconduct to warrant an investigation. The purpose is not to determine whether scientific misconduct definitely occurred or who was responsible.

B. STRUCTURE AND MEMBERSHIP. The vice president for research will nominate, with appointment by the Committee on Committees and confirmation by the Faculty Senate, six tenured faculty members to a Scientific Misconduct Committee (SMC) with one member appointed as chair. The vice president will initially nominate two tenured faculty members to one-year terms, two tenured faculty members to two-year terms, and two tenured faculty members to three-year terms. Thereafter, tenured faculty members will be nominated for three-year terms. A departmental administrator may not chair the SMC. *[ed. 7-09]*

1640.78
SHARED LEAVE REVIEW COMMITTEE
[Removed 7-05 no longer exists.]

1640.79
SPACE ALLOCATION COMMITTEE
[Removed 7-05 no longer exists.]

1640.80
STAFF AFFAIRS *[ed. 7-09]*
[See 1800 for the function and structure of this committee.]

FSH 1640.83
STUDENT APPEALS COMMITTEE
[created July 2016]

A. Function. To conduct a review at the request of a student who wishes to appeal a decision of any 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, will make a determination as to whether the student's appeal meets the qualifications as stated in FSH 2400 C-6.

B. Structure and Membership. The committee shall be composed of eleven 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 subcommittee as noted in B-1 below. The term of membership is three years, with initial terms staggered to form a rotation pattern.

B-1. Subcommittee: For each appeal, the Chair of the Student Appeals Committee shall appoint a three member subcommittee and designate a chair. In selecting a chair, a tenured faculty member will receive priority. Each subcommittee will consist of at least one 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.

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 Appeals Committee should be aware that federal regulations governing the handling of disciplinary matters recommend a specific hearing time schedule. Therefore, Student Appeals 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.

Outgoing committee members should be aware that their appointment will continue until their replacement is confirmed and has received the required Title IX training (typically by early fall). *[add. 1-17]*

1640.84
STUDENT FINANCIAL AID COMMITTEE

A. FUNCTION. [See also 2900.]

A-1. To recommend policies and procedures for the administration of all student financial aids under UI's jurisdiction, i.e., scholarships, grants-in-aid, loans, work-study programs, and educational opportunity grants.

A-2. To advise the director of student financial aid.

A-3. To hear and decide appeals from students in matters concerning student financial aid.

A-4. To ensure that all pertinent documents are forwarded to the Administrative Hearing Board [see 1640.06] when students appeal decisions or procedures of this committee to that body.

A-5. To promote the increase of funds for student financial aid.

B. STRUCTURE. Five faculty members, two students, and (w/o vote) director of student financial aid, a member of the Student Support Services staff, and an additional person designated by the director. [rev. 7-97, 7-06, ed. 7-05]

1640.86
TEACHER EDUCATION COORDINATING COMMITTEE

A. FUNCTION. [See also 4300] [ed. 7-06]

A-1. To conduct a continuing review of teacher-education policies and to promote quality teacher preparation.

A-2. To act on and submit to the respective college committees proposed changes in teacher education certifications and endorsements. [rev. 3-14]

A-3. To provide updates on state and national issues pertaining to the preparation of educators. [rev. 3-14]

A-4. TECC will meet in September, January and March, prior to UCC deadlines, in order to facilitate curriculum changes. Meeting dates/times will be posted annually by the first week of September. [add. 3-14]

B. STRUCTURE AND MEMBERSHIP. Faculty members are nominated by the College of Education from each of the following groups: four from programs within the Department of Curriculum and Instruction, including representation from the elementary program, the secondary program, the career and technical education program and the special education program; one from the Department of Movement Science physical education teacher education program; one faculty member from each of the following groups: early childhood, agricultural education, music education, English education, mathematics education, social sciences, natural sciences and business; two junior or senior level students ; (one from the College of Education and the second annually rotating between early childhood education, agricultural education and music education); three P-12 school personnel, including a superintendent, a principal and a teacher, representing both elementary and secondary education as well as multiple districts; and the Director of Assessment (w/o vote) and the Dean of the College of Education or designee (w/o vote), who serves as chair. [rev. 7-08, 7-10, 3-14]

1640.87
TEACHING AND ADVISING COMMITTEE
[Substantially revised in 7-05, 7-06]

A. FUNCTION. This committee will serve in an advisory capacity to the Vice Provost of Academic Affairs. The specific functions of this committee are: [rev. 7-08]

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A-1. To promote a faculty and administrative culture dedicated to the enhancement of teaching and advising.

A-2. To advise and assist in organizing university-wide forums, seminars, and capacity building programs that introduce new innovations or share proven ways to promote the enhancement of teaching and advising.

A-3. To review and make recommendations concerning policies and procedures, which affect teaching, advising, and the assessment of student learning outcomes.

A-4. To monitor the processes and content of Student Teaching Evaluations and Student Learning Outcomes, and to advise on the design/content of reports to the Vice Provost, Faculty Senate, Deans, Unit Leaders, and Faculty. *[ed. 7-09]*

A-5. To oversee the annual orientation activities for new faculty, which sets out among other things the role of, and expectations for, faculty and staff that teach, advise, and mentor students.

A-6. To publicize awards, review proposals, and select recipients for the Teaching and Advising Excellence Awards.

A-7. To maintain a Web presence dedicated to the enhancement of teaching, advising, and other student mentoring activities.

A-8. To serve as an advisory resource for the Registrar to address the prioritization of the classroom use, maintenance, and improvements.

A-9. To work in conjunction with Faculty Senate's Information Technology Committee to advise CTI and the Director of IT on electronic hardware and software needs to support teaching, advising, and mentoring. *[ed. 7-08, 7-09]*

A-10. This committee traditionally meets on Thursdays at 3:30 p.m. *[add. 7-08]*

B. STRUCTURE. Six faculty members, some of whom have received university-level teaching and advising awards, an associate dean or college level advisor, a departmental staff advisor, the director of general education, an undergraduate or graduate student, non-voting members from the Office of Instructional Research Assessment, Academic Advising Center, and the VP for Academic Affairs, or designee. *[rev. 7-08, ed. 8-12]*

1640.89

UNIVERSITY COMMITTEE FOR GENERAL EDUCATION

A. FUNCTION.

A-1. University Committee for General Education serves as the curriculum body for general education by soliciting and approving proposals and courses to be included in the University's general education and general education courses eligible for transfer to other state institutions (SBOE general education matriculation "GEM" courses). The UCGE committee also engages in program review and makes recommendations for the continuous refinement of general education in conjunction with the Director of General Education and the Assistant Director of Institutional Research and Assessment (see General Education Assessment Committee, FSH 1640.90). Recommendations for change will be forwarded to UCC, Faculty Senate, and the university faculty. *[rev. 4-11, rev. 11-12, rev. 12-14]*

A-2. The committee reports periodically (at least once a year) to the Faculty Senate on the status of general education. *[ed. 7-06, 7-09, ren. 4-11, ren. & rev. 11-12]*

A-3. This committee traditionally meets on Thursdays at 3:30 p.m. *[add. 7-08, ren. 4-11, 11-12]*

[Information on University General Education can be accessed at the general education website: <http://www.uidaho.edu/class/general-education>] *[ed. 11-11, 11-12]*

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B. STRUCTURE AND MEMBERSHIP. Eleven faculty members, one of whom serves as chair, selected by Committee on Committees as follows: two from the College of Letters, Arts, and Social Sciences, two from the College of Science, and one each from the colleges of Agricultural and Life Sciences, Art and Architecture, Business and Economics, Education, Engineering, Natural Resources and Library; two undergraduate students appointed by ASUI and chosen to represent two different colleges; and the following without vote: Director of General Education, College of Letters, Arts and Social Sciences Dean, or designee, College of Science Dean, or designee, Registrar, or designee, Assistant Director of Institutional Research and Assessment, or designee, Director of Academic Advising, or designee. [rev. 7-06, 7-08, 7-10, 11-12, 10-14, 1-15, ed. 8-12]

1640.90

GENERAL EDUCATION ASSESSMENT COMMITTEE

[created July 2015]

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 ten members as follows: Director of General Education as Chair, Director of Institutional Research and Assessment, or designee, one UCGE member, two undergraduate students, and five members (faculty/staff, the majority of the members must be faculty) to include one with interdisciplinary experience and the remaining 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. [rev. 7-16]

1640.91

UNIVERSITY CURRICULUM COMMITTEE

A. FUNCTION. [See 1540 B and C and also 4110 and 4120.] [ed. 7-98]

A-1. To act on catalog changes involving the curriculum, including changes in the general requirements and academic procedures, and to coordinate curricular matters among UI's major academic divisions.

A-2. To recommend policies and procedures concerning the matriculation, advising, and registration of students.

A-3. This committee traditionally meets on Mondays at 3:30 p.m. [add. 7-08]

B. STRUCTURE. One faculty member from each college except Law and Graduate Studies, of whom at least one must be a member of the graduate faculty and at least one of whom must have experience in an interdisciplinary area; one faculty member at large, one faculty member from the library, two upper-division undergraduate students; one graduate student; and the following without vote: vice provost of academic affairs, registrar, secretary of the faculty (or their designees), and the director of general education as a non-voting member of the University Curriculum Committee. To assure a quorum alternates for the faculty positions are appointed by the chair of the University Curriculum Committee from a list of those who have previously served on the Committee from that college. If there should be no such alternates

available from a particular college, the chair of that college's curriculum committee is the designated alternate. [rev. 7-98,7-06,7-08,1-09, ed. 8-12]

1640.92
UNIVERSITY DEVELOPMENT COUNCIL

A. FUNCTION. To plan and coordinate the fund-raising activities of the university and its units.

B. STRUCTURE. Vice president for university advancement (chair), financial vice president, provost, academic deans, executive director of the UI Foundation, director of athletics, director of alumni relations, trust and investment officer, and executive director of development. [ed. 7-05]

1640.93
STUDENT DISCIPLINARY REVIEW BOARD (SDRB)

[This section was removed from FSH 2400 and placed here in July 2008. In 2014 University Judicial Council was renamed Student Disciplinary Review Board following a complete review of the Student Code of Conduct]

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 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]. [rev. 7-14, 7-16]

B. STRUCTURE AND MEMBERSHIP. The SDRB is broadly representative of the academic community. The SDRB consists of 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. [rev. 7-14, 7-16]

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. **In selecting a chair, a tenured faculty member will receive priority.** 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. [add. 7-16]

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, rev. & ren. 7-16]

Outgoing committee members should be aware that their appointment will continue until their replacement is confirmed and has received the required Title IX training (typically by early fall). [add. 1-17]

1640.94
UNIVERSITY MULTI-CAMPUS COMMUNICATIONS COMMITTEE

[Created 2009]

A. FUNCTION.

A-1. To coordinate the orderly conduct of General Faculty Meetings at multiple sites across the state.

A-2. To design, review and recommend for approval by Faculty Senate, operating protocols with respect to conducting faculty meetings with active participation of faculty across the state. Focus points include methods of recording and reporting of votes, recognition of members and other logistical issues.

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Section 1640: Committee Directory

A-3. To work in collaboration with the *Information Technology Committee (see 1640.55)* to review and make recommendations to Faculty Senate on appropriate communication technologies to maintain high-quality faculty meetings.

A-4. To report annually to the Faculty Senate on faculty satisfaction with communications during faculty meetings.

B. STRUCTURE AND MEMBERSHIP. Secretary of the Faculty who serves as chair, one faculty member who resides at the Moscow campus, the Executive Director of Information Technology or designee (w/o vote), and one faculty member from each designated remote site (see FSH 1540 A-1) who serves as the secretary's delegate at faculty meetings. One alternate faculty member from each designated site will be selected. Committee members are appointed by the university's Committee on Committees and serve a three-year period. [rev. 8-12]

1640.95

UNIVERSITY SECURITY AND COMPLIANCE COMMITTEE (USCC)

[created July 2015]

A. FUNCTION.

A-1. The USCC is charged with ensuring the University's compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), and planning and facilitating activities that support a safe and secure living, learning and working experience. USCC will focus on accurate disclosure (reporting of Clery crime statistics) and implementation of best practices regarding safety policies and procedures. The USCC will conduct an annual review of all reportable crimes prior to submitting crime statistics to the U.S. Department of Education. The committee will also perform a thorough review of the Annual Security and Fire Safety Report (ASFR) prior to its publication.

A-2. The USCC shall meet a minimum of three times each year. Topics will include, but not be limited to, the following:

- Review updates to the law, policies and procedures related to security and Clery Act compliance
- Ensure timely collection of Clery crime statistics from applicable jurisdictions
- Recommend enhancements to security policies
- Identify programming efforts and recommend improvements
- Review crime and disciplinary data to avoid report duplication
- Conduct a final review of the data elements for the ASFR and recommend policy changes
- Confirm procedures for distributing the ASFR.

B. STRUCTURE. Executive Director, Office of Public Safety & Security who serves as Chair, one member from each of the following: Staff Affairs, Dean of Students, Moscow Police Department, Title IX Coordinator, Environmental Health & Safety Fire Safety Specialist, two faculty members, one off-site representative (faculty/staff), two undergraduate students and one graduate student; and one member from General Counsel without vote. [ed. 7-15]

UI FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

January 2017

1620

UNIVERSITY-LEVEL COMMITTEES

PREAMBLE: This section outlines the regulations governing university-level committees (Part B). It also includes a section on guidelines for committee chairs (Part C). In 2007 this section was substantially revised to reflect current process, in 2008 minor changes were made to B-2, 13 and C-13, and in 2010 Faculty Council was changed to Faculty Senate and B-7 was revised to address chair appointments. For further information, contact the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 1-07, 7-08, 7-10]

CONTENTS:

- A. Function, Structure, and Membership of Committees
- B. Regulations Governing Committees
- C. Guidelines for Committee Chairs

A. FUNCTION, STRUCTURE, AND MEMBERSHIP OF COMMITTEES. See 1640 for the function and structure of each university-level standing committee. The list of members appointed to serve on these committees is published on the Faculty Senate website at <http://www.webpages.uidaho.edu/facultycouncil/committees.htm>, after the beginning of the academic year by the Committee on Committees. [rev. 1-07, ed. 7-10, 12-13, 1-17]

B. REGULATIONS GOVERNING COMMITTEES. The following is a codification of the general regulations governing committees:

B-1. As used here, “committee” is a general term denoting any standing or special committee, subcommittee, council, board, senate or similar body. [ed. 7-10]

B-2. The establishment, discontinuance, or restructuring of, and the assignment of responsibilities to, standing committees of the university faculty are policy actions that require approval by the Faculty Senate. [rev. 1-07, 7-08, 7-15, ed. 7-10]

B-3. *Ad hoc* committees to advise the president and university-level standing committees that are composed primarily of administrators (e.g., Publications Board) are appointed by the president.

B-4. The Committee on Committees appoints, subject to confirmation by the Faculty Senate, members of standing committees of the university faculty. The chair of Faculty Senate establishes special Faculty Senate committees and appoints their members. [ed. 7-10]

B-5. In selecting staff members to serve, the Committee on Committees seeks nominations from ~~the Staff Council Affairs Committee~~, which considers expressions of interest by employees to serve on various committees and the qualifications of employees with reference to existing committee vacancies. Approved service by staff members on university committees is considered a valuable service to UI, within the scope and course of employment. Provided the staff employee can be released from regular duties, time spent in committee service is not charged against the employee’s annual leave or compensatory time balances, and the employee is not expected to make up time away from normal duties for committee service. (In cases where staff employees are elected to serve, e.g., on ~~the Staff Council Affairs Committee~~ itself, it is expected that the employee will first secure the consent of his or her supervisor before becoming a candidate.)

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Section 1620: University-Level Committees

B-6. Ordinarily, no faculty committee will be chaired by an officer who is substantially responsible for implementing the policies or recommendations developed by the committee.

B-7. Unless otherwise noted within the structure of a committee in FSH 1640, chairs are selected by the Committee on Committees. The chairs of faculty standing committees generally are rotated so that no committee comes to be identified with one person. *[rev. 7-10]*

B-8. The president of the university, or the president's designee, is a member ex officio of all UI committees, regardless of how the committees may have been established or appointed. On committees under the jurisdiction of the university faculty or of the Faculty Senate, the president or the president's designee serves without vote. *[ed. 7-10]*

B-9. The chair of the Faculty Senate is a member ex officio without vote of all committees under the jurisdiction of the university faculty or of the Senate. *[ed. 7-10]*

B-10. Students are to be represented, if they so desire, on faculty committees that deal with matters affecting them. Except for student members of the Faculty Senate, the Committee on Committees receives nominations from the ASUI, GPSA and SBA to fill positions established for student members of faculty committees. [See 1640.] If, 21 days after the first day of classes of the fall semester, nominations have not been submitted to fill student positions, the committees on which the vacancies exist are authorized to disregard the vacant student positions in determining a quorum. *[rev. 1-07, 1-14, 7-14, ed. 7-10]*

B-11. The membership of individual members of standing committees of the university faculty may not be terminated involuntarily except for cause and with the concurrence of the Committee on Committees~~Faculty Senate~~. *[ed. 7-10]*

B-12. UI committees meet on the call of the chair. Committees under the jurisdiction of the university faculty or any of its constituencies may be convened by at least 35 percent of the members of the committee with a three-day written notice to all members. *[rev. 1-07]*,

B-13. A quorum for any committee under the jurisdiction of the university faculty or any of its constituencies consists of at least 50% of its voting members, unless otherwise stated in the committee structure. *[add. 1-07, rev. 7-08]*

B-14. Voting:

- Proxy votes are not permitted in committees under the jurisdiction of the university faculty or of the Faculty Senate. *[ren. 1-07, ed. 7-10]*
- Email voting under some circumstances is allowable. However, it must be agreed to by all members at the meeting. There must be an explicit understanding that anyone can ask that voting be delayed until the next meeting as a group. Examples of email voting include: committee is nearing the end of a meeting and discussion has been sufficient for the secretary/chair to draft a recommendation, confirming nominees/appointments, etc. *[add. 1-17]*

B-15. Unless otherwise provided, assignments to faculty committees begin on the official opening date of the academic year, whichever is earlier. *[ren. and rev. 1-07]*

B-16. Open Committee Meetings. *[ren. 1-07]*

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a. Meetings of university-level committees, committees of the colleges, divisions, subdivisions, and other UI units, and *ad hoc* committees, however created, are open to the public with the exception of those meetings, or those parts of meetings, that deal with confidential employee or student matters, [see B-16-d]. [ed. 7-00, rev. 1-07]

b. Observers may speak only by invitation of the chair.

c. Observers may use their own tape recorders or other recording devices. Also, they will be provided a copy of any recordings made by the committee, if they request a copy through regular channels and pay the full costs involved in making the copy.

d. An exception to the exception stated in B-16-a is permitted in hearings on appeals when the appellant demands in writing before the hearing board's first meeting that the hearing be open to the public; nevertheless, the chair of the hearing board has the power to close the hearing to the public if, in the chair's opinion, the atmosphere becomes detrimental to the orderly conduct of the proceeding. Moreover, the chair has the power to exclude prospective witnesses from the hearing until they have testified. [ed. 1-07]

B-17. Standing committees are to keep minutes and to distribute them as provided in C-7. [ren. 1-07]

B-18. Smoking is prohibited in official meetings and hearings of UI committees. [ren. 1-07]

B-19. Rules of Order. [See 1520 VI.] [ren. 1-07]

C. GUIDELINES FOR COMMITTEE CHAIRS. These guidelines were developed by the Committee on Committees as suggestions for the effective handling of committee business and clarification of certain minimal requirements of these committees. The Committee on Committees recognized that not all items will apply equally to all committees and that some items will not be appropriate to some committees.

C-1. At the beginning of each semester, contact committee members about times they would be available for a set meeting (for committees that do not have set meeting times already established) so that the times that the committee members will be available to meet can be ascertained. [rev. 1-07]

C-2. Hold an organizational meeting as early as possible in September to discuss and review the charge of the committee (see FSH 1640), its procedures, and possible agenda items, and if desirable select a secretary. [rev. 1-07]

C-3. To ensure that committee business is not delayed when the semester begins, committee chairs are encouraged to recommend and submit names of staff and students for any vacant position to the Faculty Secretary's Office for consideration and confirmation. All names that are recommended will be handled following the normal approval process. [add. 1-17]

C-4. Establish the best means of getting in touch with each student member. [ren. 1-17]

C-5. Issue a standing invitation to members to submit appropriate agenda items. Call a meeting when enough agenda items have accumulated to warrant it or when a particular agenda item warrants immediate attention. Alternatively, contact committee members periodically to ask if there are problems that need to be considered. [rev. 1-07, ren. 1-17]

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C-6. Send an agenda with the call of a meeting to all members at least one day (24 hours) in advance of the meeting, if possible. ~~and post it to the committee's web page at <http://www.webs.uidaho.edu/facultycouncil/committees.htm>.~~ [rev. 1-07, ren. 1-17]

C-7. Read the minutes of each meeting carefully to make certain that the intent of the committee is accurately represented. [ren. 1-17]

C-8. Send agenda and approved minutes of each meeting of the committee to the Faculty Secretary's Office at facsec@uidaho.edu and send copies to members of the committee. Committees that address matters with confidential employee or student matters, shall keep such minutes confidential. All materials for these committees will be forwarded to the Office of the Faculty Secretary for filing and archiving. Also, inform other officers who are directly concerned with the work of the committee. To assist with record keeping, number meetings of the committee consecutively; e.g., "minutes#1_mmddyy." [rev. 1-07, ren. & rev. 1-17]

C-9. Hold hearings when substantive policy changes are proposed. When feasible, invite those who will be affected by the committee's action to present their views to the committee. [ren. 1-07, 1-17]

C-10. Inform those who are affected by the committee's actions of such actions. [ren. 1-07, 1-17]

C-11. Promptly submit reports of actions requiring approval by the Faculty Senate in care of the Office of the Faculty Secretary for placement on the Faculty Senate agenda. Be prepared to attend the Faculty Senate meeting to answer any questions that arise. [ren. & rev. 1-07, ed. 7-10, ren. 1-17]

C-12. Inform the Office of the Faculty Secretary of any resignations from the committee and any excessive absences. Excessive absences will be referred to Committee on Committees to determine whether cause exists to replace the member. [ren. & rev. 1-07, ren. 1-17]

C-13. Prepare a brief year-end report for submission to the Faculty Senate in care of the Office of the Faculty Secretary for distribution as needed. [ren. & rev. 1-07, ed. 7-10, ren. 1-17]

C-14. Prepare a transition file for next year's chair highlighting past issues (year-end report could be used), issues that are in progress, or issues that still need to be addressed. Plan to attend one or two meetings of the new committee to ease transitioning. [ren. & rev. 1-07, rev. 7-08, ren. 1-17]

C-15. Call on the Office of the Faculty Secretary for information and assistance concerning points not fully covered in these guidelines. [ren. 1-07, 1-17]



**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 Art and Architecture		
Department/Unit:	Architecture Program, Landscape Architecture Program, Bioregional Planning and Community Design Program		
Dept/Unit Approval Date:	November 16, 2016	Vote Record:	Unan.
College Approval Date:	December 1, 2016	Vote Record:	4-0
CIP code (Consult Institutional Research):	0404		
Primary Point of Contact (Name and Email):	Kasama Polakit	kpolakit@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:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	
Graduate Level:	<input checked="" type="checkbox"/>	Undergraduate Level:	<input type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:
Option:						
Emphasis:						
Minor:						
Academic Certificate less than 30 credits:	Urban Design					
Teaching Endorsement (Major/Minor):						

<p>Overview of Program Component: <i>Provide a brief narrative description</i></p>	<p>The Urban Design Certificate offers an interdisciplinary approach in the area of design and planning of the built environment for students who seek to add expertise and enhance credentials in Urban Design. The program is designed based on existing intellectual infrastructure of the college, emphasizing interdisciplinary of three program cores, Architecture, Landscape Architecture, and Bioregional Planning and Community Design. The graduate Urban Design Certificate at the Urban Design Center (UDC), University of Idaho Boise will provide individuals with fundamental knowledge, methods, and practice through hands-on experience in planning and design of the built environment. The Urban Design Certificate not only utilizes Boise Metropolitan Region as an "urban living laboratory" for the students to exercise their urban design creativity, but also covers contemporary urban challenges affecting cities in local, regional, national, and global contexts. Students' experience will also benefit from partnerships forged between the UDC and practitioners in government agencies and private design and consulting firms, with both local, national, and international experience and connections.</p>
<p>Program Component Curriculum: <i>Required courses</i></p>	<p>The certificate is comprised of 12 credits for internal admissions and 18 credits for external admissions. The internal admission targets students who are currently enrolled in one of the three disciplinary graduate programs, MArch, MLA and MS Bioregional Planning and Community Design, and seek to advance their future career with an urban design specialization. These students are encouraged to contact an advisor and apply early in the process. The external admission is open to individuals who have earned a baccalaureate degree or professional degree in Architecture, Landscape Architecture, Urban Planning, and related fields. Students must apply for admission through the College of Graduate Studies. Students may earn the certificate without completing a graduate degree</p> <p>The Urban Design Certificate is designed into two streams: Design studio focus and Planning and design with policy focus. Planning and design with policy focus is developed for students who have no studio-based design background and lack of appropriate graphic and visual communication skills. Students will select a stream when admitted.</p> <p>Urban Design Graduate Academic Certificate</p> <p>BIOP 520 Intro to Bioregional Planning (3 cr) BIOP 522 Bioregional Planning Methods (3 cr)</p> <p>And one of the following focuses:</p> <p>Design studio focus: ARCH 554 Vertical Studio Urban Design Emphasis (6 cr) LARC 554 Landscape Architecture Graduate Studio (6 cr) Courses to total 18 credits for this certificate</p> <p>Planning and Design with policy focus: ARCH 554 Vertical Studio Urban Design Emphasis (3 cr) ARCH 585 Urban Design Seminar (3 cr) LARC 520 Regional and Community Design (3 cr) LARC 554 Landscape Architecture Graduate Studio (3 cr) Courses to total 18 credits for this certificate</p>

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:	<p>Since the Urban Design Certificate is built upon existing capacity in the architecture, landscape architecture and bioregional planning and community design programs, no new faculty or new facilities will be needed at this time. Number of enrollment in studio courses are key indicators. Enrollment in each studio should not exceed 18 before capacity is met, and at such time as this occurs, additional sections of the design studio courses may be required and budget allocations for adjunct faculty will be needed.</p>	

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 proposed certificate program offers Urban Design credentials for students who are currently enrolled in M Arch., M.LA, and MS. Bioregional Planning and Community Design Programs, or have already earned baccalaureate or professional master's degrees in Architecture, Landscape Architecture, Urban Planning, and related fields. The Certificate can be expected to help expand career opportunities by adding expertise in Urban Design. For students enrolled in graduate courses at the Urban Design Center in Boise, the Certificate also recognizes the specialty in urban design that students can acquire by studying in Boise. The program outcomes will be assessed based on knowledge, skills, abilities, etc. that students demonstrate upon completion of the Certificate program. This certificate will also help promote academic opportunities for a new cohort of students for graduate programs.

An assessment plan will be developed for the Urban Design Certificate by representatives of architecture, landscape architecture and bioregional planning during Spring Semester 2017. It will follow the outline provided by the University and guided by the Strategic Plan, and be generated from the learning outcomes set forth in the UD certificate concept paper. For each learning outcome, we will include assessment tools and procedures (direct measures, indirect measures and face-to-face measures)

Benchmarks, Findings and Changes to be made during the next cycle. The plan will be developed and entered on line in time for the 2017 assessment cycle.

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*	X		
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:	1-19-2017
UCC Item Number:	UCC-17-027a

UCC-17-027a

UCC Approval Date:	03-06-17	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:			

Concept Paper for Urban Design Certificate

Why Urban Design Certificate?

- For individuals who seek to add expertise and enhance credentials in urban design for the professional marketplace in private companies, public agencies at all levels of government, as well as within non-governmental organizations.
- Gain interdisciplinary knowledge to tackle various challenges in urban development process with regards to sustainability, including physical, aesthetics, and ecological, political, economic, social, cultural, psychological, and technological importance of planning and design in the public realm.
- Gain knowledge and skills in planning and design of the built environment at various scales, including regional, urban, district, neighborhood, and human scales to promote, create and/or preserve healthy and meaningful places.

Why Urban Design Certificate at the Urban Design Center, the University of Idaho Boise?

University of Idaho Boise (UIB) is strategically located in the economic, governmental, and population center of Idaho and uniquely suited to provide graduate program, research, and professional development opportunities in a metropolitan setting. Urban Design Center (UDC) at the University of Idaho Boise, not only functions as a center for education, research, and innovative interventions in urban design but also act as a locale for crating academic-professional interactions and connections, and university-community relations and partnerships.

The UDC promotes interdisciplinary and inter-professional collaborations through engaging education with real-world urban issues. The graduate Urban Design Certificate at the UDC will provide individuals with fundamental knowledge, methods, and practice through hands-on experience in planning and design of the built environment. The Urban Design Certificate not only utilizes Boise Metropolitan Region as an "urban living laboratory" for the students to exercise their urban design creativity, but also covers contemporary urban challenges affecting cities in local, regional, national, and global contexts. Students' experience will also benefit from partnerships forged between the UDC and practitioners in government agencies and private design and consulting firms, with both local, national, and international experience and connections.

The certificate is jointly offered by three programs in the College of Art and Architecture, Architecture, Landscape Architecture, and Bioregional Planning and Community Design. The curriculum is comprised of three areas of concentrations, urban design studios, planning and design process and methods, and seminars. The certificate is designed to complement current graduate programs, Master of Architecture, Master of Landscape Architecture, Master of Science in Bioregional Planning and Community Design, and Master of Science in Integrated Architecture & Design. The certificate is also open to students with design and non-design background, and working professionals who are adding to their academic and professional credentials.

Expected Learning Outcomes and Learning Assessments: Knowledge and skills

- The student will be able to investigate the challenges of cities or places from an interdisciplinary and multidisciplinary perspectives and create ideas in response to these challenges.

Student achievement of this learning outcome is assessed directly by reviewing samples of student work (i.e. urban design projects, assignments, reports, essay, oral presentations, portfolios).

- The student will be able to develop design and planning skills by gaining hands-on experience through real-world projects at various scales, ranging from regional, urban, district, and neighborhood, to human scales.

Student achievement of this learning outcome is assessed directly by reviewing samples of student work (such as urban design projects) and evaluating student performance during the design process.

- The student will be able to formulate frameworks and processes for the implementation of urban design proposals and policies.

Student achievement of this learning outcome is assessed directly by reviewing student work such as urban design projects and/or reports, and/or feedback from external reviewers such as invited experts or practitioners.

- The student will be able to articulate their urban design concepts, ideas, and principles in clear, convincing manner appropriate to the topic, purposes, and targeted audiences by using various methods and techniques.

Student achievement of this learning outcome is assessed directly by reviewing student work and public presentations (i.e. written, oral, graphic and visual communication), and/or feedback from audiences.

- The student will be able to collaborate in designing and implementing problem solving process and demonstrate leadership skills in interdisciplinary team environment.

Student achievement of this outcome is assessed directly by instructors' observations, student team-assessment, and/or peer evaluations.

Application

The Graduate Urban Design Certificate is open to professionals and to graduate who are currently enrolled in the College. For the applicants who are currently enrolled in M Arch, M LA, MS. Integrated Architecture and Design, and MS. Bio-regional Planning and Community Design, they are encouraged to contact an advisor and apply early in the process.

Certificate Program Admission Requirements <http://www.uidaho.edu/cogs/academics/certificateprograms>

All certificate programs are administered at the university level. Students working toward a certificate must be admitted to the University of Idaho as either a certificate-seeking student or as a degree-seeking student. Non-degree students cannot complete academic certificates (Please refer to the University of Idaho [General Catalog](#) for details). All students who wish to enroll in 500-level certificate courses must meet the minimum graduate admission requirements.

Curriculum Outline: 18 credits**Fall****Spring**

BIOP 520 Intro to Planning (3 credits: W.W.W.)	BIOP 522 Planning Methods (3 credits: WWW.)
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LARC 554 Landscape Architecture Graduate Studio 1 (3 or 6 credits)	ARCH 554 Vertical Studio Urban Design Emphasis (3 or 6 credits)
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LARC 520 Regional and Community Design (3 credits)	ARCH 585 Urban Design Seminar (3 credits: WWW.)
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Program Requirements

For students with design background, to obtain the Urban Design Certificate with design studio focus, they must complete two 6-credited urban design studios at the UDC. For students with no design background, to obtain the Urban Design Certificate in Planning and design with policy focus, they must achieve two 3-credited urban design studios. Please see attached curriculum maps for details.

Course Descriptions

BIOP 520 Intro to Bioregional Planning (W.W.W. 3 credits)

This class introduces students to bioregional planning concepts and current implementation practices.

BIOP 522 Bioregional Planning Methods (W.W.W. 3 credits)

This course focuses on the approaches, methods, and techniques that are used by planners to study and inform communities in their preparation of a comprehensive plan. The course is delivered on-line.

LARC 520 Regional and Community Design (3 credits)

This course examines contemporary issues of urban and regional planning and design through focus on a particular project in partnership with a local community or agency. It complements the integrated fall studio (LARC 554), utilizing thematic readings, case studies, and GIS-based methods applied to urban and regional design and planning. Particular emphasis is placed on: theory and methods in community design and planning; analytical methods and modeling; case study method in design; and data-driven design.

LARC 554 Graduate Studio I - Regional and Community Design (3 or 6 credits)

This course introduces students to design problems of bioregional and urban scales, developing methods of inquiry and design that address changes in depth and complexity of design problems with changes in scale. Studio work emphasizes analysis, planning and design for regions, urban areas, districts or large sites, taking into consideration historical and political context, ecology, and sociocultural factors.

ARCH 554 Vertical Studio | Urban Design Emphasis (3 or 6 credits)

This class is place-based studio, emphasizing the understanding of urban design as a place-making process and product within the dynamic of change to the urban environment. This graduate studio addresses normative theories in urban design, and emphasize systematic thinking and creative problem solving process, allowing students to explore and acquire the information to understand the context of the given area, identify key issues and analyzing relevant information of the study areas, formulate and develop planning and design concepts, synthesize and develop argumentative research-design

outcomes based on the understanding and the using of information and evidences derived from both primary and secondary data.

ARCH 585 Urban Design Seminar (W.W.W. 3 credits)

This on-line course covers six themes of discussion about Urban Design, each of which is structured into a section called "Module". These six modules are: Model 1 discusses the "Background of the "field": (inter) disciplinary"; Module 2 introduces "Contemporary Urban Design Theories"; Module 3 considers selected "Influential Urban Thinkers", Modules 4 shows some examples of "Representation of space, information, and design interventions", The relationship between urban design and urban development will be in Module 5, including some local, national and international examples. Lastly, Module 6 cover current practices and discuss the future and how to move forward.

Other Urban Design Certificates in the US (not including MUD)

1. The University of Utah	School of Architecture and the Department of City & Metropolitan Planning	17 credits Graduate Certificate in Urban Design for graduate students and professionals.
2. Portland State University	College of Urban & Public Affairs: Nohad A. Toulan School of Urban Studies and Department of Architecture	12 credits
3. University of Washington	College of Built Environments, Department of Urban Design and Planning (UDP) Collaboration of three of the College's departments: Architecture, Landscape Architecture, and Urban Design and Planning	12-15 credits
4. University of New Mexico	School of Architecture and Planning Open to applicants not currently enrolled as UNM graduate students.	18 credits Graduate Certificate in Urban and Regional Design (GCERT)
5. University of Maryland	Offering to graduate students enrolled in the Master of Architecture	21 credits
6. University of Virginia	School of Architecture open to graduate students in any department of the School of Architecture	21 credits
7. Lawrence Technological University	Designed for undergraduate degree in architecture and are preparing to enter a graduate program, those currently enrolled in the Master of Architecture, or practicing professionals looking to enhance their credentials	12 credits

8. University of Cincinnati	School of Planning Students with no previous design education and background will be required to complete one 3-credit Design and Visualization Techniques course before starting the program.	18 credits
9. University of Pennsylvania School of Design	PennDesign offers 11 Certificates in Interdisciplinary Program. The Certificate in Urban Design is open to students already enrolled at PennDesign in Architecture, City and Regional Planning, Historic Preservation, or Landscape Architecture who have successfully completed a designated prerequisite studio within each department.	20 credits
10. University of Tennessee, Knoxville	College of Architecture and Design Certificate programs are open to master's students in any degree program within the college and to students with a professional design degree, such as professionals seeking continuing education on a part-time or full-time basis.	12 credits

AICP Certified Urban Designer (AICP CUD)

Eligibility Requirements

Before applying to take the examination, applicants must:

1. Be a member of AICP in good standing.
2. Have completed a total of eight years of experience in urban design at the time of application submission.
3. Applicants must write three 250-500 word essays (see criteria 1-3 below) to demonstrate their advanced urban design experience. This includes the years of experience that was applied towards the AICP exam. Experience dedicated towards the management of urban design projects or urban design employees should be considered towards your eight years of experience. Applicants engaged in part-time urban design experience may prorate that experience into a full-time equivalent. For example, a position in which the applicant worked 20 hours/week for six months in a urban design assignment may prorate that experience into the full-time equivalent of three months of urban design experience. The essays are submitted through an online form during the application window.



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 XXX Revision* Deletion* Emergency
 Minor Amendment
Chapter & Title: APM 30.12 – UI Computer Use Policy

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): Mary George 1/30/17
 (Please see FSH 1460 C) Name Date
Telephone & Email: maryg@uidaho.edu 885-5222

Policy Sponsor: (If different than originator.) Dan Ewart
 Name Date
Telephone & Email: dewart@uidaho.edu 885-2271

Reviewed by General Counsel Yes No Name & Date: Casey Inge & Kent Nelson – May 2016-Jan 2017

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 current computer use policy is very old and outdated. Much of the policy is specific to certain technologies (email, directories, etc.) or needs to be placed in an area that can be updated easily (with proper structure) when technologies, phone numbers, procedures, etc. change. The new policy should be succinct, but broad enough to cover all of the existing issues (and more) without being specific to the types of systems or technology resources, which is what this new policy is intended to accomplish. ITS will maintain publicly-available, published information on technology standards and will have a published process for ensuring that any changes made to the standards are suitably vetted.

The current computer use policy addresses the following topics:

1. State law, university policy
2. Commercial/political/personal benefit use
3. Accessing directories, files, and emails
4. Electronic files as public records
5. Unauthorized machine access, decryption, unauthorized privileges
6. Removal/transferring software
7. Sharing accounts
8. Password protection
9. Leaving a computer
10. Sensitive personal information storage
11. Disturbing others, food in computer labs, inferring w/ system operation
12. Sending offensive messages

13. Consuming unreasonable amount of resources
14. Playing games on computers

The new policy updates the language to cover the responsibilities of users and systems: (Below are the topics covered in the rewritten policy. Numbers indicate existing policy topics that are covered in the new policy rewrite)

- Federal & state laws (1)
- Personal conduct (11)
- Privacy - new
- UI policies & procedures (1, 2)
- Security and privacy of devices and data (3, 5)
- Reporting violations - new
- Unauthorized & attempts to access unauthorized resources (3, 5, 6, 7)
- Intercepting/hindering traffic
- Access, destroy, modify data/systems (5, 6)
- Commercial/political/personal benefit/use (2, 14)
- Unlawful, obscene, defamatory (12)
- Personal safety, security
- Copyright, copying files (6, new)
- References to various codes and legislation (1)

Notes:

Topic 4 – Is not specifically covered in this new policy. Our FSH 6520/APM 65.03 & 65.06 – also does not specifically cover this information item, but is somewhat close. It would seem that the records management section in the APM (65.##) may be a more suitable spot to discuss that any type of records (paper or electronic) are university property—if we want to add this to our university policies?

8, 9, 13 – Will be covered in ITS standards documents and subsequent other IT policy revisions in progress.

10 – Covered in the new data classification policy – APM 30.11.

11 – This will be covered in ITS computer lab-specific info

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

This should reduce UI's risk exposure by having a policy that clearly states the obligation of all persons and systems that access UI technology resources and allows flexible access to create technology-specific updates as needed in related standards documents. Reducing risk should reduce costs associated with technology security breaches or issues which can amount to millions of dollars in costs.

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

We have reviewed all of the "IT-related" policies within the UI and the State ITA office. We did reviews of other universities IT policies and compared the topics covered in their acceptable use policies with ours. We came up with a prioritized list of topics that should be covered by this policy, while ensuring that we are covering all of the existing topics somewhere. We have a number of worksheets that show all of the related "IT" topics and the current policies that are related or similar to this change. We can send those files, if needed, please ask. They are quite huge and may require some additional explanation.

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: _____

APM 30.12 -- Acceptable Use of Technology Resources

Created/updated date:

Preamble: The University of Idaho (UI) provides access to technology resources in order to support its instruction, research, outreach, and service missions; administrative functions; and student and campus life activities. This policy sets forth the rights and responsibilities of users of UI technology resources and the measures that may be taken by the institution to ensure the integrity of UI technology resources and compliance with applicable law and policy.

Contents:

- A. Definitions
- B. Policy
- C. Scope
- D. Exceptions
- E. Process/Procedure
- F. Contact Information
- G. References

A. Definitions.

A-1. Technology resources

- All University owned, operated, leased, or contracted computing, networking, telecommunication, and information resources;
- All information maintained within the University's computing resources;
- All voice and data networks, telecommunications and communication systems and infrastructure; and
- All technology resources including all hardware, software, applications, databases, and storage media.

A-2. Data owner. The senior university college/division/departmental executive with direct responsibility for all access and use of designated types of data. Use of this term, in connection with this policy shall not affect university claims or rights of ownership of data or ownership of third party data in the possession of the university.

B. Policy. UI provides access to and use of its technology resources to its students, staff, faculty, and others, in order to support its mission. Access and use of UI technology resources is a privilege and requires that users of such technology resources act responsibly. Users shall only access and/or make use of UI technology resources in a manner that is consistent with applicable federal and state laws and Idaho State Board of Education and UI policies and procedures. Users accessing UI technology resources have no expectation of privacy with respect to such uses. Please note that applicable laws and policies are not limited to those specifically addressing access to and use of computers and networks; they may also include, but are not limited to, laws and policies related to personal conduct. (See FSH 3170 B-7)

B-1. User Responsibilities. Users of University of Idaho technology resources must:

- a. Follow all applicable federal and state laws;
- b. Follow all UI policies and procedures and IT standards;
- c. Actively maintain the security of all devices accessing UI technology resources or being used to access, store, or process UI-maintained data.
- d. Actively maintain the security and privacy of university data or UI-maintained third party data and store such data only in authorized locations, consistent with UI policies and standards.
- e. Report privacy, security, or technology policy violations to the UI ITS Security Office.

B-2. User Actions Constituting Misuse of UI Technology Resources.

User actions, such as those described below, of University of Idaho technology resources shall be considered misuse of UI technology resources:

- a. Utilizing any identity or account not specifically assigned by UI to the user;
- b. Hindering monitoring, or intercepting another user's network traffic, except as expressly authorized by the UI;
- c. Attempting to access, disclose, destroy, use, or modify university systems or data without authorization of data owners;
- d. Using technology resources for partisan political or campaign activities (see FSH 6230), such as participating or intervening in a campaign for public office or making technology resources available to a candidate, campaign, political party, or political actions committee (see also FSH 3170 B-10).
- e. Using technology resources for commercial purposes (including but not limited to personal financial gain)
- f. Using university resources for personal, non-commercial purposes, excluding uses such as checking of personal email or access to the internet, when such activities do not interfere with an individual's employment responsibilities at UI or give rise to a cost to UI.
- g. Using technology resources for unlawful communications or activity, including threats of violence, obscenity, child pornography, defamation, harassing communications (as defined by law), such as cyberstalking or other similar activities in violation of stalking laws;
- h. Using technology resources for the creation or transmission of materials which may put any person's personal safety at risk;
- i. Using technology resources for unauthorized access to any system or network;
- j. Engaging in the unauthorized copying, distributing, or transmitting of copyrighted materials (see FSH 5300), such as software, music, or other media.

B-3. Noncompliance. Non-compliance with this policy may result, depending upon the nature of the non-compliance, in the user's account or access to UI technology resources being temporarily suspended or disabled or permanently terminated. In the case of temporary suspension, UI may require implementation of certain remedial measures or satisfaction of certain educational courses prior to reinstatement of the user's account or access.

Additionally, the user may be referred for institutional sanctions to the appropriate university disciplinary body and may be subject to civil and criminal penalties.

B-4. Remediation. The University may take any actions it deems necessary to protect and manage the security and integrity of its technology resources, including but not limited to temporarily suspending or disabling user accounts or limiting the available resources through traffic shaping, data caps, or other measures.

C. Scope. This policy applies to all users of University technology resources, whether or not formally affiliated with UI and whether on a UI campus or accessing and using technology resources from remote locations.

D. Exceptions to the Policy. Sections B-3(d-f) do not apply to students, guests, or residents in university housing except when such uses are in violation of federal or state law, or give rise to a cost to UI.

Other exceptions to this policy may be submitted in writing to the UI Information Security Officer who will assess the risk and make a recommendation to the UI-CIO.

E. Process/Procedure/Standards. Given the changing nature of technology, users are encouraged to regularly review the latest IT standards on the ITS website for specific guidance on acceptable uses of technology resources.

F. Contact Information. The ITS Information Security Office (its-security@uidaho.edu) can assist with questions regarding this policy and related standards.

G. References.

Federal Information Security Management Act (FISMA) - National Institute of Standards and Technology (NIST) SP-800-53, Revision 4
UI - FSH 2300 – UI Student Code of Conduct
UI - FSH 3170 – University Ethics
UI - FSH 5300 - Copyrights, Protectable Discoveries and Other Intellectual Property Rights
UI - FSH 5700 – Research Data
UI – APM 30.11 - University Data Classification and Standards
UI - APM 45.19 - Export Controls, U.S.
UI – APM 65.02 - Records Inventory, Retention and Disposition
UI – APM 65.06 - University Electronic Records Management Guidelines

30.12 - UI Computer Use Policy

Current policy

(Amended 01/19/07)

Introduction

This policy governs use of computers and related equipment operated by the University of Idaho. Each computer user is a member of a community; the purpose of this policy is to maximize the value of our resource to that community. The intent of the policy is to permit maximum freedom of use with appropriate security, consistent with State Law, University policy, and a productive working environment. The policy applies to all those who use university computers. Depending on the seriousness of an offense, violation of the policy can result in penalties ranging from reprimand to loss of account to referral to University authorities for disciplinary action to criminal prosecution.

State Law and University Policy

Use of university computers must comply with Idaho law and University policies. Therefore, university computers may not be used for commercial or profit-making purposes, for political purposes, or for personal benefit where such use incurs a cost to the university and is not academically related. State law prohibits unauthorized access to computer systems.

Access of or attempts to access another person's directory, files, or mail, whether protected or not, without permission of the owner is prohibited. All University of Idaho employees should be aware that e-mail on their UI account and files on UI computers may be subject to public disclosure under the Idaho Public Records Law. Further, the UI reserves the right to access employee e-mails and files on UI computers when needed for work-related purposes. Attempts to access unauthorized machines via the computer network, to decrypt encrypted materials, or to obtain privileges to which the user is not entitled are prohibited.

The University has signed software licenses for much of the software that is available on the computer systems; removal or transfer of such software without authorization is prohibited. This policy statement authorizes university computer systems' staff to examine the user's files if required as part of their official duties. Sharing of a computer account with other persons is prohibited; each user must have an individual account. Passwords must be protected and comply with UI policy on password standards, and the user must not leave a machine logged on when the user is not present unless the machine is in a secure area, such as a private office.

All users who work with sensitive personal information (a person's name in combination with a social security number; driver's license or other Idaho identification card number; or account number, or credit or debit card number) must store such information at all times on an ITS-managed network drive, and shall not store any sensitive personal information on a computer hard drive or portable storage device, unless such storage has been authorized by ITS, and is adequately encrypted.

Working Environment

Users of university machines should conduct themselves in a manner that promotes a productive working environment. Conduct that creates a disturbance to other users is prohibited; this includes making noise, taking food or beverages into the computer labs, and printing or displaying materials that are unsuitable for public display. Conduct that intentionally or negligently interferes with the proper operation of the system or its use by others is prohibited. Users of any electronic communications shall not send or post messages that are libelous, patently offensive, or that intimidate, threaten, demean or harass individuals or groups, or that would otherwise bring discredit to the university.

Use of Resources

Users of university computers shall not consume unreasonable amounts of limited resources. Resources that are in limited supply include laser printing, disk space and, in some cases, machine access itself. Laser printing should be used judiciously; it should not be used for multiple copies. Picture files or other large files should not be stored on disk unless they are academically relevant. Playing of games and other non-academic activities should be restricted to periods of off-peak usage. The university may impose restrictions or limits on use of resource. (See also the [UI Residential Data Connection Privilege Agreement](#))

A student, staff member, faculty member, or system administrator who is unsure about how to deal with questions about any aspect of this computer use policy should contact ITS Administration at (208) 885-6721 (or e-mail: [ITS Email](#))

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 X Revision* Deletion* Emergency
Minor Amendment
Chapter & Title: APM 40.10 UNIVERSITY SPACE

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): Mary George 2/15/17
(Please see FSH 1460 C) Name Date
Telephone & Email: 885-5222 maryg@uidaho.edu

Policy Sponsor: (If different than originator.) Dan Ewart 2/15/17
Name Date
Telephone & Email: 885-2271 dewart@uidaho.edu

Reviewed by General Counsel ___Yes ___X___No Name & Date: _____
This policy has been reviewed and approved by VP Daniel Ewart and AVP Brian Johnson.

- 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.

These policy revisions started as an initiative to remove all references to the now-defunct Division of Finance and Administration. The existing University Space policy is outdated and has references to non-existent areas. We also took action to organize all of the policy content into the Policy section and remove non-policy, informational and process/procedures narrative. That information and process will reside within the Facilities department's published websites – linked to the policy document. The policy also reflects the new name of the space committee and its responsibilities.

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

There should be no fiscal impact to these revisions. It may help decrease risk for the university, since it is now clearly stated, in the policy section, that departments cannot lease property or space without the proper approvals in place, where before it was buried in the procedures section.

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

There were a number of policy revisions submitted last year (2016) that were meant to clean up the outdated DFA references. That is the only relationship to this policy that we are aware of.

- 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.

40.10 – University Space

Created April 13, 2009

A. Definitions

A-1. Unit: refers to primary management units within the University of Idaho (University), including recognized colleges, administrative ~~centers, such as the Division of Finance and Administration, or the Research Office~~ units, and recognized University Centers located ~~remoteremotely~~ from the main Moscow campus, such as Idaho Falls. [rev. 7-16]

A-2. President: refers to the President of the University of Idaho, or his/her designee, having final authority over space policies, procedures, and allocations at university sites statewide.

A-3. Space Advisory Council (SAC). The SAC is a group established with the goal of providing advisory input regarding the development and implementation of University of Idaho space related policies and processes and to serve as an impartial reviewer for resolution of space issues not resolved through the routine policies and processes. SAC membership will be determined by the President and will normally include representative stakeholders from entities such as Executive leadership, Staff Council, Faculty Senate, ASUI, and Facilities.

B. Policy

B-1. Policy Statement. All University owned or operated buildings, space, and land, regardless of fund source or location, or use by a particular Unit, are assets of the University as a whole, and are subject to assignment or reassignment to meet the overall needs and best interest of the University. Long-range planning for optimum use of these valuable University assets is a continuing process. Policies and procedures that guide space assignment and reassignment are the responsibility of the ~~Space Governance Group (SGG), created herein.~~ President. Unless otherwise specified by the ~~Provost~~ President, space assigned to a Unit may be reassigned by the Unit leader or reallocated within and among internal divisions or departments of the Unit to meet its goals and purposes, consistent with accreditation needs of the University and University space and facilities policies. Any ~~assignment~~ reassignment of space between one Unit and another is subject to prior approval by the ~~Director, Architectural and Engineering Services (AES)~~ President and may necessitate action by input from the ~~SGG, as outlined in D.4., below~~ SAC.

~~B-2. Criteria for space assignment.~~ ~~Space assignments are made as provided herein after consideration of all relevant factors, and consultation with the Unit(s) involved. Criteria governing assignment and reassignment of University space are (in no particular order):~~

- ~~• University strategic priorities~~
- ~~• space utilization guidelines~~
- ~~• productivity of program~~
- ~~• accreditation standards~~
- ~~• appropriateness of space for function to be served~~

- ~~• physical proximity in cases where programs are enhanced by close geographical location~~
- ~~• accessibility requirements of program~~
- ~~• level of disruption of ongoing activities~~
- ~~• restrictions related to grants, donor intent, etc.~~
- ~~• other factors as may be warranted on a case-by-case basis~~

~~**C. Space Governance Group (SGG).** The SGG is established with the goal of providing guidance and oversight for the development and implementation of space related policies and processes and to serve as an impartial review and decision-making body for resolution of space issues not resolved through the routine policies and processes. There shall be no less than ten (10) members of the SGG, with membership to include: Provost (Chair), Vice President Finance & Administration, Vice Provost Academic Affairs, Vice President Research, Assistant Vice President Facilities, Assistant Vice President Auxiliaries, Registrar, Manager of Sponsored Programs, or their designees, and a Facilities Planner, and a Faculty member. To the extent titles change, the person with the most equivalent title to the title listed herein shall fill the position, unless otherwise designated by the Provost. Membership that is not otherwise determined by positions listed herein, shall be determined by the Provost, and such selected members shall serve a minimum of two (2) years on the SGG.~~

~~**D. Procedures:**~~

~~**D-1. Reassignment of space within a Unit.** Assignment of campus space is documented and maintained in the Space Module of the FAMIS software, managed by the AES department within Facilities. FAMIS links with the Banner and R-25 software packages to assist in managing a multitude of data supporting campus operations. Units are to notify the AES department when changing space allocation and/or room uses within the Unit and complete an annual space audit to confirm space allocation and room usage.~~

~~**D-2. "Offsite" Space Needs.** In the event University controlled space is inadequate or unavailable, universityUniversity program space needs may be addressed through leasing property not owned or otherwise controlled by the University. All lease agreements must be signed by the Vice President for Finance and AdministrationInfrastructure or designee, and where required, must be authorized by the Board of Regents for the University prior to execution. Prior to submission to the Vice President or Board of Regents, the University Real Estate Officer is assigned responsibility to review, process, and coordinate all University leasing activity and ensure adequacy of leasing terms and compliance with University policies. Proposals for leasing must be consistent with universityUniversity program priorities and budgetary confirmation of the financially responsible party within the University, and shall be approved by the responsible Unit administrator (e.g. Deandean, appropriate VP) prior to initiation of lease negotiations by the Real Estate Officer.~~

~~**D-3**Assignment of campus space is documented and maintained by the Facilities department. Units are to notify Facilities when changing space allocation and/or room uses within the Unit and complete an annual space audit to confirm space allocation and room usage.~~

C. Procedure.

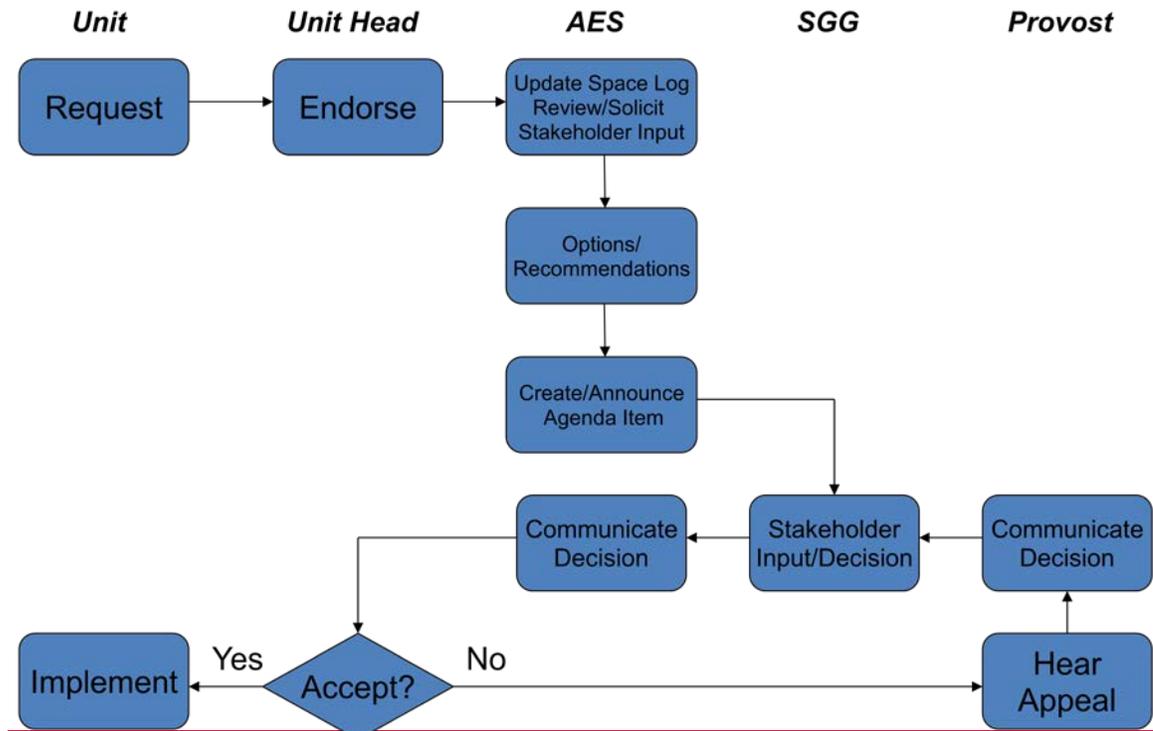
C-1. Requesting Campus Space. Units desiring additional existing University space are to complete and submit a University Space Request Form, found at <http://www.dfm.uidaho.edu/default.aspx?pid=81452>, <http://www.uidaho.edu/infrastucture/facilities/aes>.

D-4. ~~Space Request Process:~~

- ~~• Unit identifies need for space.~~
- ~~• Unit administrator is encouraged to meet need within currently assigned space. If unable to do so,~~
- ~~• Unit endorses and submits request for new space.~~
- ~~• Request is reviewed/analyzed by the Director of AES, or designee.~~
- ~~• Input from impacted stakeholders is sought (public announcement period)~~
- ~~• Requests for small spaces (those generally under 1000sf) and which are uncontested and in alignment with space assignment and utilization policies may be approved by the Director of AES, or designee, with the outcome shared with the SGG.~~
- ~~• All other requests are forwarded to the SGG with a recommended solution. Stakeholders are invited to take part in discussion. SGG concludes review and makes final determination.~~
- ~~• Director AES advises unit of SGG's decision.~~
- ~~• Stakeholder(s) may appeal a determination to the SGG and, ultimately, the Provost.~~

D-5. ~~See graphic portrayal of the process below:~~

Space Request Process



45.15 – Subawards and Subcontracts

February 8, 2014, 2017

A.- General. This section applies to all sponsored project subawards or subcontracts which may be issued by the University of Idaho (University) to other qualifying institutions for the purpose of completing some portion of the sponsored project work. ~~These subrecipients~~ are responsible for conducting their portion of the work in conformity with the laws, regulations, and terms and conditions that govern the prime award funding to the University. ~~The University, via its~~ faculty and staff, ~~is~~ responsible for monitoring subrecipients for both programmatic and fiscal compliance. ~~To satisfy federal regulations, all subawards and subcontracts issued, regardless of the funding source, must be managed consistently with this section.~~ [rev. 2-12]

Note: For subawards and subcontracts issued prior to December 26, 2014, the provisions of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, may apply in lieu of 2 CFR Part 200. [add. 2-17]

B. Definitions:

B-1. Subaward/Subcontract: An award ~~of funding issued subsidiary to a~~ provided by a prime award, ~~such as grant and/~~ recipient or ~~contract, cooperative agreement, or similar agreement. a pass-through entity to a subrecipient for the subrecipient to carry out part of the Federal award receive by the pass-through entity.~~ For the purposes of this APM section the term "subaward" will be used to refer to both subawards and subcontracts. [rev. 2-12, 2-17]

B-2. Subaward Agreement: A contractual obligation on the part of the subrecipient to perform a portion of the scope of work funded by an outside sponsor. ~~Such agreements not only identify the work to be conducted by the subrecipient, but also provide and establish the applicable laws and regulations, flow-down provisions from the prime award, and any other terms and conditions that the subrecipient must meet.~~ [add. 2-12]

B-3. Subrecipient: A ~~third-party~~ non-Federal entity that ~~is awarded~~ receives a ~~portion of the funding under subaward from a sponsored project by the prime institution or~~ pass-through entity, ~~in order to carry out part of a portion Federal program; but does not include an individual that is a beneficiary of the programmatic effort under that project. such program.~~ Subrecipients may be educational institutions (domestic or foreign), non-profit organizations, or for-profit organizations. ~~Individuals, including those who are beneficiaries of a subaward, are not considered subrecipients. Per federal regulations, individuals are considered vendors and therefore require a different contract mechanism. For assistance with determining the appropriate contract mechanism for a vendor relationship, contact Purchasing Services.~~ [ren. & ed. 2-12, rev. 2-17]

B-4. Vendor: A dealer, distributor, merchant, or other seller who provides goods or services to many different purchasers within their normal course of business. Goods and services purchased from a vendor may be used in support of a sponsored project, but are not considered a substantive contribution to the programmatic effort. [ren. & ed. 2-12]

B-5. Pass-through Entity: A non-federal entity that issues a ~~subcontracts~~ subaward to a subrecipient to carry out a sponsored project. The pass-through entity may be either a primary or a subaward recipient. In functioning as a pass-through entity an institution assumes responsibilities more typically associated with an award sponsor. The University is considered a pass-through entity for each subaward that it issues. [ren. & ed. 2-12, ed. 2-17]

C. Policy. A subaward may be issued by the University, acting as either the prime award recipient or a pass-through entity, to an eligible subrecipient in support of a sponsored project.

The scope of work to be carried out by the subrecipient must involve substantive programmatic effort or decision making that is beyond mere analytical work for hire. -It must be of such significance to the project that the collaborator at the subrecipient institution will participate in the preparation of results, publication and/or presentation of the project. -In most instances the work will be accomplished by the personnel of the subrecipient, and will use the subrecipients' facilities and resources. (See Section D for additional clarification on the difference between subcontracts and procurement of services). -A written subaward agreement ~~will~~shall be used to formalize the relationship between the University, as the prime institution or pass-through entity, and the subrecipient. [*add. 2-12, ed. 2-17*]

C-1. Federal Requirements. Federal regulations ~~and procedures, specifically Office of Management and Budget (OMB) Circular A-133 (Audits of States, Local Governments, and Non-Profit Organizations), identifies, 2 CFR Part 200 (effective December 26, 2014), identify~~ the "pass-through entity" as the administrative mechanism by which federal funds awarded to one institution may be distributed to another institution as a subaward. ~~A-133 2 CFR Part 200~~ requires institutions acting as pass-through entities (e.g. issuing subawards) to assume administrative and monitoring obligations similar to those ~~associated with those~~ of a federal agency overseeing the activity of a primary recipient [~~see A-133, § S400(d)~~]-2 CFR Part 200.3311. These responsibilities include, but are not limited to: [*ren. & ed. 2-12, ed. 2-17*]

- Conducting risk assessments of potential subrecipients;
- advising subrecipients of all applicable federal laws and regulations, and all flow-down terms and conditions from the primary award;
- regularly collecting and reviewing subrecipient technical and fiscal performance reports;
- performing on-site visits, as deemed necessary;
- analyzing ~~A-133~~audit reports as required by 2 CFR 200 and other such audit reports filed by subrecipients; [*rev. 2-17*]
- evaluating any corrective actions proposed by subrecipients in response to audit findings;
- assessing and enforcing sanctions for subrecipients in cases involving the inability or unwillingness to undergo required audits or correct non-compliant activity.

Defects in either the management of the subaward by the subrecipient or of the administration of the subaward by the pass-through entity may subject the pass-through entity to substantial penalties. [*ed. 2-12*]

D. Process/Procedures.

D-1. Proper Classification of Subawards. A critical first step in the administration of subawards is the proper classification of the transaction as a subaward (as opposed to another type of procurement action such as a service/consulting agreement or a purchase order) at the proposal stage of a project. Incorrect classification may result in the Principal Investigator (PI) having insufficient funds to successfully complete the proposed scope of work. It may also create significant delays in processing the subaward and may, in rare cases, endanger the viability of the project. [*ed. 2-12*]

At the time funding is first requested from a sponsor the PI has primary responsibility for determining the correct classification of costs associated with services provided by third parties. The Office of Sponsored Programs (OSP) should be contacted with any questions regarding proper classifications of transactions. [*ed. 2-12*]

The University uses the characteristics outlined in ~~OMB Circular A-133, Subpart B, §2102~~ CFR 200 as a starting point when classifying subawards and other procurement transactions. [*ed. 2-12, 2-17*]

- a) **Subawards.** Some of the factors which may result in the University categorizing funds to be issued to a third party as a subaward, and the third party as a subrecipient include, but are not limited to: *[ren. & ed. 2-12]*
- the programmatic involvement of the third party is identified as a separate scope of work, with a separate budget and separate approval by the third party;
 - the third party's performance is measured against the objectives of the sponsored project;
 - the third party has responsibility for programmatic decision making;
 - the third party assumes responsibility for adherence to any applicable program compliance requirements of the sponsor; and
 - the third party will use funds to carry out a sponsored project for the University, as opposed to providing goods or services.
- b) **Procurement.** Factors that may result in the University categorizing funds to be issued to a third party as a procurement action, and the third party as a vendor include, but are not limited to: *[ren. & ed. 2-12]*
- the third party provides the goods or services within its normal business operation
 - the third party provides similar goods or services to many different purchasers
 - the third party operates in a competitive environment
 - the third party provides goods or services that are ancillary to the operation of the sponsored project
 - the third party is not subject to the compliance requirements of the sponsor

D-2. Proposal of a Subaward. *[ren. & ed. 2-12]*

- a) **Determination of the Need for a Subaward.** The PI is responsible for deciding whether a subaward or other procurement action is necessary for the success of a University sponsored project. The PI, with the guidance of OSP, is also initially responsible for determining which funding mechanism and classification is appropriate for the third-party activity proposed (See Section D-1 above). *[ren. & ed. 2-12, rev. 2-17]*
- b) **Selection of a Subrecipient.** Selection of a subrecipient by a PI must be based on his or her assessment that the subrecipient has the ability to perform the required research successfully. -This assessment should address the subrecipient's past performance, technical resources, and financial viability and results of previous audits, as well as the reasonableness of the subrecipient's proposed costs for the work to be conducted under the subaward. *[ren. 2-12, rev. 2-17]*

In order to assist the PI in the evaluation of the proposed subrecipient and to facilitate the proposal process, the University requires the subrecipient to provide the following documents prior to submission of the proposal to the prime sponsor. This is not a comprehensive list and additional documents may be required of the subrecipient by the University- prior to proposal submission and/or subaward issuance. *[rev. 2-12, 2-17]*

- **Statement of the scope of work** to be undertaken by the subrecipient. -This scope of work must be approved by the University PI.
- **Budget and budget justification.** - This must include the direct and indirect costs of the subrecipient, calculated using the subrecipient's approved F&A and fringe benefit rates, and confirming any committed cost sharing, subject to the limitations of the prime sponsor. -The budget provided by the subrecipient must be approved by an individual authorized to contractually commit the institutional resources of the subrecipient.
- **Letter of support** from the subrecipient's institutional official indicating its commitment to perform the scope of work proposed, assuring the accuracy and reasonableness of the budget and any cost share commitment, and agreeing to enter

into a subaward, if the proposal is funded. -See the Forms section of the OSP website for the University's Letter of Support form. *[ed. 2-12]*

- **All sponsor-required representations, certifications, and assurances of compliance** (e.g., Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions, etc.) by the subrecipient institution.
- **A subrecipient commitment form documenting the subrecipient's eligibility to receive federal funding and compliance with required federal regulations.** *[add. 2-17]*
- **Additional documentation** required by program sponsor (e.g., certification of cost or pricing data, biosketches of key subrecipient personnel, etc.)

These documents are expected to conform to all sponsor requirements that apply to the University's proposal. PIs must also ensure that all materials provided by the proposed subrecipient are in the required format. PIs are encouraged to coordinate with OSP to ensure that the subrecipient materials provided are compliant with University and sponsor guidelines and regulations. For complex proposals involving multiple subrecipients, each subrecipient must provide the documentation listed above; and each subaward will be evaluated separately, based on the information provided.

The PI must request that the subrecipient submit its proposal documents at least **two (2) business days** before the PI is required to submit the University's proposal to OSP (see D-2 c.iv.). This will allow both the PI and OSP sufficient time to review the documents and make any required changes before the proposal is due. *[rev. 2-12]*

c) Considerations when incorporating the subrecipient proposal into the University proposal. *[ren. 2-12]*

i) Facilities and Administrative (F&A) Rates for Proposals including Subawards:

Proposals including subawards include (at least) two types of F&A costs: Subrecipient F&A costs and University F&A costs. -A subrecipient is expected to apply its own federally-negotiated F&A rates and direct-cost bases in the preparation of its budget, unless a lower rate has been authorized by the subrecipient's institutional official or the F&A rate is limited by the prime sponsor. -**If the subrecipient has a federally negotiated rate, a copy of the subrecipientsubrecipient's** federally-negotiated F&A rate agreement must be submitted *prior* to proposing the ~~issuance of a~~ subaward. *[ren. & ed. 2-12, rev. 2-17]*

If a subrecipient does not have a federally-negotiated F&A rate, the University will not allow F&A costs over the de minimus 10% MTDC rate prescribed in 2 CFR Part 200.414 to be included within the subrecipient's proposal, unless a rate can be negotiated between the subrecipient and the University.- The Cost Accounting Unit of OSP is responsible for the negotiation of F&A rates with subrecipients who do not have a federally-negotiated rate. *[rev. 2-12, 2-17]*

Any waiver of University F&A costs associated with a subaward requires the prior approval of the Vice President for Research and Economic Development pursuant to [FSH 5100J-1](#) and APM 45.10 C. *[rev. 2-12]*

ii) Audit Requirements for Proposals including Subawards: If the proposed subrecipient is subject to ~~OMB Circular A-1332~~ CFR 200, it must provide a complete copy of its most recent independent audit used to meet A-1332 CFR 200 audit requirements, or a link to its audit record at the Federal Audit Clearinghouse, prior to issuance of a subaward. -OSP, in accordance with its responsibility for assessing the risk level of the subrecipient, must review the audit and verify that there are no findings that may negatively impact the proposed University award.- *[ed. 2-17]*

iii) Subaward Conflicts of Interest: The ~~PI~~University must ensure that there are no conflicts of interest involved in awarding funding to the subrecipient, and that any situation that could result in a conflict is reported and managed, if appropriate to do so, consistent with FSH 5600, ~~6240, and FSH 3170-5650, 6240, and FSH 3170.~~ In addition to Conflict of Interest as defined in FSH ~~6240~~6240, Conflict of Interest in relation to subrecipients shall also include situations where i) the University PI has ownership or substantial equity in the subrecipient; or -ii) the University PI (or a member of his or her family) will receive individual gain from such an arrangement. -Subawards shall not be authorized until a disclosure of the potential conflict of interest is filed and a management plan is approved pursuant to FSH ~~5600 and 6240-5600, 5650 and 6240.~~ In certain circumstances, investigators for the subrecipient may also be required to submit disclosures of significant financial interests and comply with University policies on and University application of federal regulations for ~~conflict of interest- financial conflict of interest. Subrecipient must also certify that they have a compliant conflict of interest policy under 2 CFR Part 200.112 and for EPA funding, subrecipient must comply with EPA's Conflict of Interest policy and 2 CFR Part 200.318.~~ *[ren. & rev. 2-12, 2-17]*

iv) Administrative Review of Proposal: OSP reviews the University proposal and ensures that all items required of the subrecipient are included. It may be necessary for OSP to clarify costs or other items with the University PI or the subrecipient. *-In order to allow adequate time for administrative review, all proposals must be submitted to OSP no less than **four (4) business days** prior to the sponsoring agency's formal submission deadline. [ren. & ed. 2-12]*

d) Inclusion of an Unanticipated Subaward after Submission of Proposal. In certain cases, a PI may determine that a subrecipient is necessary to complete the performance of a project for which a proposal has already been submitted. -PIs seeking to add a subrecipient to a submitted proposal must provide OSP with the information and institutional authorizations normally required of a subaward at the proposal stage. Because such changes to a proposal can affect the scope of work, methodology, and/or budget for a project, the PI should work through OSP to gain the authorized approval of the sponsor. - Subawards will not be issued without sponsor approval-, unless such approval is expressly waived by the sponsor. *[ren. & rev. 2-12, rev. 2-17]*

D-3. Issuance of a Subaward: Upon the receipt of a fully-executed prime award from the sponsoring agency, the PI and OSP shall collaborate in the preparation of the subaward. *[ren. 2-12]*

a) Unit Requisition. At the request of the PI, the Unit will prepare a University requisition to encumber the funds, using the expense codes E5171 for funding up to \$25,000, and E5172 for funding greater than \$25,000. This requisition, and the subsequently generated purchase order, will go through the Banner approval process. *[ren. & ed. 2-12]*

b) Subaward Request Form. The Subaward Request Form, including the relevant attachments, on the OSP website and the approved requisition or purchase order provide OSP with the information necessary for the issuance of a subaward. The subaward will incorporate the terms and conditions of the prime award, as well as the approved scope of work and budget and any terms and conditions specific to the subaward itself. *If the scope of work and/or budget for the subrecipient changes, that updated information must be provided to OSP. [ren. & rev. 2-12, rev. 2-17]*

The Subaward Request Form may be prepared for submission to OSP at any time, but should not be forwarded to OSP for issuance until the completed and approved requisition number can be included. *[rev. 2-12]*

- c) **Subaward Review by the Office of Sponsored Programs.** Once OSP has received the Subaward Request Form and a purchase order has been approved in Banner, OSP will re-verify that the University is entering into an agreement with a qualified and eligible entity, and assess the "risk level" associated with entering into an agreement. *[ren. & rev. 2-12]*

If a subrecipient is subject to audit under ~~OMB Circular A-133~~ CFR 200, it will generally be considered low risk, unless there are unresolved audit findings that might negatively affect its performance under the subaward. -Subawards for subrecipients considered to present a moderate or high risk to the University will include terms providing additional scrutiny of the subrecipient over the course of the contract ~~-, pursuant to 2 CFR Part 200.331~~. For subrecipients determined to be "moderate" risk, this may include periodic invoice reviews and annual desk reviews. -Subrecipients considered to be "high risk" will be contractually required to provide vendor receipts and payroll reports along with their invoices and ~~will~~may not be allowed to rebudget without prior written approval from the University. - Subaward terms for high-risk subrecipients will also oblige the subrecipient to submit to biannual desk reviews to ensure that funds are expended properly and other compliance obligations are met. -If determined to be appropriate, a change in high-risk status may be granted after two years. -Invoice reviews and desk audits are conducted by the OSP Cost Accounting Unit. *[rev. 2-1, 2-172]*

- d) **Special Considerations.** When dealing with foreign institutions, for-profit entities, and small businesses, additional considerations may need to be addressed by the PI and the OSP Contract Review Officer (CRO) (or delegate) during the preparation of a subaward. *[ren. & ed. 2-12, rev. 2-17]*

i) **Foreign Subrecipients.** Because some federal statutes, regulations and agency procedures may not apply to foreign subrecipients, special care must be taken to ensure that a subaward with a foreign entity contains all terms and conditions necessary to contractually establish the appropriate obligations of the subrecipient and to provide a mechanism for their enforcement. As with subawards to domestic entities, any terms and conditions specific to the prime award must be flowed down to the subrecipient.

ii) **For-Profit Entities.** Subawards issued to for-profit entities may include terms and conditions different from, or in addition to, those included in subawards to non-profit entities. Specific cost principles and administrative requirements are necessary when working with for-profit entities. Because some sponsors are prohibited by statute, agency regulations, or organization charter from extending funding support to for-profit entities, the prime recipient of an award ~~must~~may need to obtain the approval of the sponsoring agency prior to any collaboration with a for-profit entity. *[rev. 2-17]*

iii) **Small-Business Subrecipients.** Issues involved in subawarding to small businesses are often a hybrid of the issues mentioned above. As for-profit entities, subawards for small businesses must contain terms and conditions flowed down from the prime award. However, these entities may not be familiar with federal requirements and thus may require additional information regarding compliance.

- e) **Subaward Issuance.** After review, OSP will prepare the subaward agreement and forward it to the subrecipient for review and signature by the subrecipient's authorized official. *[ren. & ed. 2-12]*

D-4. Post-Award Stage. Once the subaward is in place, the PI and OSP will jointly monitor the activity of the subrecipient to ensure programmatic progress and compliance. OSP will provide a copy of the executed subaward to the PI and the Grants Administrator (GA) or College Finance Director ~~, along with a Subaward Checklist~~ to facilitate the monitoring process. *[ren. & ed. 2-12, rev. 2-17]*

a) Programmatic and Other Monitoring by the PI. The University PI bears primary responsibility for monitoring and evaluating the progress of the subrecipient toward fulfilling the programmatic goals and following any required procedures established by the subaward. This responsibility requires that the PI: *[ren. & ed. 2-12]*

i) Maintain regular contact with the subrecipient in order to verify that the terms and conditions of the subaward are being satisfied. The PI should have a thorough understanding of the prime and subaward terms and conditions to ensure the subrecipient's adherence to the subaward provisions. OSP will serve as a primary point of reference for the PI regarding questions on terms and conditions, and will collaborate with the PI in answering subrecipient questions related to the terms and conditions, federal regulations, resolution of disputes, and issues related to breach of contract. *[ren. & ed. 2-12]*

ii) Monitor the substantive progress of the subrecipient by monitoring its progress against the scope of work and any deliverable deadlines included in the subaward. If programmatic progress is unsatisfactory, or if required technical reports or other deliverables are not produced in a competent and timely manner, the PI must work with OSP to address these issues with the subrecipient, documenting any issues raised and their resolution. If subrecipient performance continues to be inadequate, the PI must notify OSP, which will formulate remedial actions to be taken by subrecipient or impose sanctions. *[ren. & rev. 2-12]*

iii) Personally review and approve invoices submitted by the subrecipient, indicating that the quantity and quality of work completed for the period covered by the invoice was acceptable, and that it was performed in accordance with any timetable included in the subaward. By this approval, the PI also affirms that the expenditures for the subrecipient's portion of the project are reasonable, allowable, and allocable as defined by ~~OMB Circular A-21, § (4)(d)(1)-2~~ [CFR Part 200 Subpart E](#). Entailed in the review of subrecipient invoices is an evaluation of the subrecipient's effort reporting and cost sharing contribution (if such commitments are included in the subaward) and of its application of the appropriate F&A rate. *[ed. 2-17]*

Note: If a PI is not able to provide review and approval of the invoice in person, via email, fax, or other means of written communication, the PI may provide a written authorization for a person with firsthand knowledge of the technical performance of the subrecipient to sign during the period of unavailability. Notwithstanding the above, in the event of extraordinary circumstances, such as a dispute in relation to payment, OSP may sign off on and process an invoice for payment. In such event, OSP shall verify that payment to the subrecipient is warranted based on performance and factual circumstances. [ren. & ed. 2-12]

iv) Verify that any human subject, animal use, biosafety, or other compliance approvals required by the work performed by the subrecipient are properly secured and maintained for the life of the subaward. If the subrecipient experiences a lapse in such approvals, the subrecipient is responsible for notifying the University. If the PI obtains knowledge of such lapse, they must notify OSP immediately. *[ren. & ed. 2-12]*

v) Ascertain whether the scope of work and/or budget for the subaward must be modified in order to allow additional time, funding, etc. If the PI determines that alteration of the subaward is required, timely notice must be provided to OSP (see D-6, Subaward Modifications). *[ren. & ed. 2-12]*

vi) Assist OSP in communicating with the subrecipient concerning any questions that may arise during the performance of the subaward and with audit inquiries. *[ren. & ed. 2-12]*

Please see FSH 5100-H on obligations of the PI pertaining to the conduct of research supported by sponsored projects. *[ed. 2-12]*

b) Fiscal Monitoring. Fiscal monitoring of the subaward is a responsibility shared by the PI, unit administrator/college finance director, and OSP, with primary responsibility resting with the PI. Invoices approved and signed by the PI should be submitted to the unit administrator or college finance director for tracking of expenses and cost share. The invoice is then forwarded to OSP for review before being submitted to Accounts Payable. OSP uses submitted invoices as one means of monitoring compliance with award terms and conditions. *[ren. & rev. 2-12]*

~~e) OMB Circular A-133 Audit and Other~~ **c) Compliance Monitoring.** As a prime recipient and a pass-through entity of federal awards, the University is required to monitor the activities of subrecipients to ensure that their portions of sponsored projects are performed in compliance with federal regulations, ~~OMB Circular A-133~~ [CFR 200.501](#) audit ~~regulations~~ [requirements](#), and the provisions of the award and the subaward.- In addition to the ongoing monitoring of subrecipient invoices, OSP regularly reviews subrecipient audit reports and, if necessary, performs desk reviews to ensure compliance. *[ren. & ed. 2-12, ed. 2-17]*

D-5. Corrective Action Plans and Sanctions.

a) Corrective Action. If an audit reveals that the subrecipient is not in compliance with federal regulations, audit regulations, or provisions of the subaward, OSP will issue a management decision on the audit findings. -If the subrecipient has already taken steps to correct the finding, this will be so noted in the management decision. -The management decision will state whether a finding is sustained, explain the reasons for the conclusion, and identify both the corrective action to be taken by the subrecipient and the timeframe in which this action must be completed. -The subrecipient is responsible for developing and implementing measures to correct all audit findings and must submit the corrective action plan to OSP for use when assessing subrecipient conformance with ~~OMB Circular A-133~~ [CFR 200](#) requirements.- OSP will approve the proposed action plan and will modify the plan as it deems necessary to rectify the audit finding. -The PI and unit will be informed of subrecipient noncompliance and will be asked to assist in monitoring the implementation of the approved corrective action plan by the subrecipient. -(See ~~OMB Circular A-133, §§ 315, 400(d), 405~~)[CFR Part 200](#)). *[ren. & ed. 2-12, ed. 2-17]*

b) Sanctions. OSP may impose sanctions on the subrecipient for its failure to: undergo an audit in keeping with ~~OMB Circular A-133~~ [CFR 200](#) requirements and/or special terms and conditions of the subaward agreement; undertake the performance of the subaward with reasonable diligence in adhering to applicable federal and state regulations and subaward terms and conditions; and/or submit or carry out a corrective action plan. Under such circumstances, OSP may withhold payment, withhold or disallow overhead costs, or suspend the subaward until necessary corrective measures are taken by the subrecipient. If resolution of identified issues does not occur within ninety (90) days, OSP will notify the subrecipient that it has thirty (30) days to comply or it will be considered to be in breach of the subaward agreement and the agreement will be terminated. *[ren. & ed. 2-12, ed. 2-17]*

D-6. Subaward Modifications. While the terms and conditions of a subaward usually are fixed for the duration of the contract, it may become necessary to modify terms and conditions of the subaward in order to ensure the success of the entire project. Should it be determined that amendments to the subaward are necessary, the PI must first contact OSP in order to determine whether the University has the authority under the prime award to

alter the subaward. If the University does not have this authority, the PI will need to work with OSP to obtain approval for the proposed subaward modification(s) from the sponsor. When a modification is required, the PI shall complete and submit a Request for Subaward Amendment Form to OSP. If additional funding is being provided, a Change Order to the existing purchase order must be completed in Banner prior to the modification being completed. After OSP receives the request form and the change order has been processed in Banner, if required, OSP will prepare an ~~addendum~~amendment to the subaward, incorporating the approved modifications into the subaward and will send the amendment to the subrecipient. A copy of the subaward amendment will be provided to the unit once it has been fully executed. [*ren. & ed. 2-12, ed. 2-17*]

D-7. Subaward Closeout. A subaward is considered closed when its performance period has come to an end and the conditions of the subaward have been fully met. Before a subaward can be closed out the following tasks must be completed: [*ren. & rev. 2-12*]

- An invoice marked as "final" and certifying that all costs were made in accordance with the subaward conditions must be received within the contract deadline.
- Before signing off on the invoice, the PI must verify that any required technical reports have been completed and obtained and that all provisions of the subaward have been fulfilled.
- Any closeout reports required by the prime sponsor (e.g. invention disclosure, property) must be received.
- Disposition of any equipment purchased under the subaward must be finalized. A determination must be made on whether this equipment may be vested with the subrecipient, or if title remains with the prime sponsor or the University.

Payment of the final invoice may be withheld until all required documents and deliverables have been received and approved. [*ed. 2-12*]

E. Contact Information. For questions or requests for additional information please contact the Office of Sponsored Programs at 208-885-6651 or osp@uidaho.edu. [*add. 2-12*]

F. Sources of Federal Guidelines: [*ren. & ed. 2-12*]

~~F-1. OMB Circular A-21: Cost Principles for Educational Institutions. Federal Acquisition Regulations.~~

~~F-2. OMB Circular A-133: Audits of States, Local Governments, and Non-Profit Organizations.~~

~~F-3. OMB Circular A-110: 2 CFR 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations.~~

~~F-4. Federal Acquisition Regulations: Awards~~ [*rev. & ren. 2-17*]

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #20

**3:30 p.m. - Tuesday, March 7, 2017
Paul J. Joyce Faculty-Staff Lounge & Skype for Business
Order of Business**

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #19, February 28, 2017 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- **Elections to Faculty Senate (FAQ) – due April 15th**

VI. Committee Reports.

University Curriculum Committee

- **FS-17-047:** Civil Engineering to Civil and Environmental Engineering (Colberg)
- **FS-17-048:** Civil Engineering – Fire Safety certificate (Wilhelmsen/Vakanski)
- **FS-17-049:** Civil Engineering – Fire Prefix (Wilhelmsen/Vakanski)
- **FS-17-050:** Computer Science in Coeur d'Alene (Law)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

Faculty Affairs/Senate Leadership/Committee on Committees: (vote)

- **FS-17-045:** FSH 3710 – Leave Policy (Nelson)

IX. New Business.

- **Program Prioritization metrics**

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #19
Elections FAQ
FS-17-045, 47 through 050

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #19, Tuesday, February 28, 2017

Present: Anderson (Miranda), Barbour, Berven, Brandt, Brewick, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Donohoe, Fisher, Folwell, Godfrey (Coeur d'Alene), Ostrom (Idaho Falls), Hrdlicka, Johnson, Markuson, Morrison, Nyavor (for Adekanmbi w/o vote), Nicotra, Payant, Sixtos, Stevenson (for Wiencek w/o vote) Vella, Wilson, Wright. **Absent:** Adekanmbi, Anderson (Mike), Boschetti, Pregitzer, Wiencek (w/o vote). **Guests:** 4

The Chair called meeting #19 to order at 3:30. A motion (Berven/Folwell) to approve the minutes from February 21st passed unanimously.

Chair's Report: Chair Brandt reminded Senators that elections for next year's Senate are coming up. Elections need to be held by April 15th. It is the responsibility of current Senators to confer with your college to set up these elections. The faculty secretary's office will be sending out further information later this week.

Provost's Report: Vice Provost Jeanne Stevenson provided the Provost Report. She reminded Senators that comments on program prioritization are due by March 8th. The planning committee will review the comments, before final recommendations are made. Chair Brandt added that both she and Senator Nicotra are on the review committee and they would be happy to answer questions regarding the prioritization process.

Vice Provost Stevenson reported that the cascading plans from colleges are due to the Provost Office by tomorrow (March 1st). She also commented on the accreditation process. When the Northwest Commission on Colleges and Universities conducted their comprehensive visit in 2015, they made four recommendations. The University responded to one of those recommendations last year. We are now submitting a report addressing the remaining three. We should expect a site visit from a small team in the next couple of months.

Committee Reports: Chair Brandt asked permission to alter the order of the agenda since one of the presenters on the leave policy could not arrive until somewhat later. A motion (Berven/Folwell) to amend the order of presentation passed unanimously.

FS-17-046: FSH 1640. Faculty and Staff Policy Group. Chair Brandt introduced the proposal to create a new Faculty/Staff Policy Group. The stated purpose of this committee is to provide for better communication between Staff Affairs and Faculty Affairs Committee (FAC) on mutually related policies that affect each. This group should also provide a forum to work out last second compromises before a policy proceeds to the Senate. Chair Brandt noted that many employment policies that affect staff goes to FAC. This happens even if the policy's primary effect is not on faculty. The leave policy discussed extensively the last two years is a good example. One of the purposes of this new committee is to free FAC up to focus on core faculty issues. This new committee will focus on hybrid policies that affect both faculty and staff. The proposal has been reviewed by FAC, Staff Affairs, and Committee on Committees.

A Senator wondered about the difficulty of creating another committee requiring faculty participation. It was noted that recruiting faculty can be a problem. This committee only requires three. The proposal passed without objection.

Statement on Immigration. Chair Brandt introduced Professor Kate Evans from the College of Law. Professor Evans has been working with a small group to develop a resolution regarding University policies regarding immigration and expressing support for faculty, staff and students who may be affected by recent developments. Chair Brandt noted that the first proposal focused primarily on students and this more recent draft seeks to include and address concerns about staff and faculty. She stated that the resolution is being brought to the Senate for its approval.

Professor Evans noted that while the original Executive Order establishing a travel ban has been stayed by the 9th Circuit, there is an expectation of a new executive order. There has also been some significant memos issued by the Department of Homeland Security that have heightened anxiety. These recent statements anticipate:

- Broader use of detention and apprehension throughout the U.S.
- Special provisions along the border to detain asylum seekers.
- Orders to enforce all immigration laws—reducing discretion.

Professor Evans stated that the revised document before the Senate was an attempt to build upon the statement issued by President Staben, as well as reaffirm existing policies and principles at the University. The document tries to clarify what information the University is obligated to disclose, and what type of information is protected by laws like FERPA. The statement also seeks to help students understand how they can control their own information. Professor Evans reviewed the main elements of the resolution which emphasizes that:

- Confidential records will not be released to federal immigration officials without a valid judicial warrant or court order authorized by the student or required by law.
- Confidential employment records for faculty or staff will not be released without a subpoena, or court order.
- The University will not voluntarily grant access to non-public property owned and controlled by the University.
- Campus security will not undertake joint efforts with local, state, or federal law enforcement agencies to investigate for violations of immigration law.

Questions asked by Senators included:

- *Is there a definition of the University of Idaho (UI) community?* Chair Brandt acknowledged that there wasn't, but she would reword it to include students, faculty and staff.
- *Has this resolution been vetted by General Counsel?* Chair Brandt stated that General Counsel has seen the resolution. She felt it was safe to say that General Counsel would prefer that the language be narrowed. However, he has suggested revisions which have been considered. Professor Evans stated that the suggested practices came from looking at the best practices at other universities. Beyond that, there is value in providing such information in a consolidated place.
- *Has there been an evaluation of this in terms of whether there might be some push back from the state legislature?* Chair Brandt stressed that this would not be the official statement of the University, but would be a statement from the Faculty Senate as a recommendation to the university community.

Professor Evans stated that the state legislature had considered some legislation, nothing had been passed. If the legislature does pass a new policy, then we would have to consider its implications for the University. Chair Brandt stressed that the policy affirms that we will follow federal and state law. It affirms our existing policies and suggests that we shouldn't volunteer to do anything that isn't required.

- *Are DACA students protected?* The most recent guidelines from Homeland Security does exclude the DACA students from the enforcement provisions. The International Programs Office does have

information on who these students are, but this information is not readily available. Professor Evans did suggest that students who have DACA status might provide that information, although how protective that will be is open to question. Generally, she advises her clients not to provide information regarding their name and place of birth.

- *What powers do students have over their information?* Students do possess the ability to control what directory information can be made public. One of the purposes of this resolution is to inform students of this ability. Place of birth is not considered directory information.
- *How is this information going to be disseminated? To what extent is the University leadership in support of this?* Chair Brandt stated that this was a resolution of the Senate. She felt that the President was aware that language of this nature was being discussed.
- *Are similar efforts being pursued at other Idaho universities, and to what extent do the risks of pursuing this outweigh the benefits?* Chair Brandt suggested that determining what other universities in the state are doing, is a good idea. Professor Evans clarified that this proposal represents current practices, but not all of it is clearly recognized in policy. Part of the value of the resolution is to urge future conduct that goes somewhat beyond current policy.

Given the number of suggested revisions and concerns the Chair decided that the resolution would be redrafted, before it is brought back to the Senate. Chair Brandt urged Senators to email her with any other comments.

Faculty Affairs & Senate Leadership. FS-17-045: FSH 3710—Leave Policy. Chair Brandt invited General Counsel Kent Nelson to help discuss some proposed changes to the leave policy. Chair Brandt explained that Senate Leadership, with the aid of FAC, suggested a few minor alterations to the Leave Policy. After sending these to General Counsel and HR, they have suggested some other changes. The changes requested by General Counsel were sent to Senators this afternoon. To accept the proposed changes from General Counsel there will need to be a motion to substitute their version. Senate Leadership supports this substitution.

Mr. Nelson explained that after reviewing the proposed changes, they are suggesting different wording for E-4 and M-2. These proposed changes involve either family medical leave, or parenting leave. The proposed changes are designed to provide a more flexible version of the rule adopted by the Senate last year. Last year the Senate wanted to allow employees to reserve 80 hours of annual leave and comp time and still be able to go on unpaid leave. This substitute version maintains that 80-hour rule, but allows the 80 hours to come from annual leave, sick leave or comp time, when sick leave is allowed for the event. A Senator pointed out that it was very difficult for the Senate to consider these changes, when they were only received a couple of hours ago. Such last second changes complicate the policy process.

A Senator noted that these issues were confusing. Both the Chair and the Faculty Secretary agreed that it was a complicated set of issues, although they both felt that the proposed changes from General Counsel provided greater flexibility to the employee. The Chair further pointed out that to accept the proposed changes from General Counsel, there would have to be a motion to substitute the new version of E-4 and M-2. No motion to that effect was made.

A Senator hopefully asked for an explanation of the differences between family medical leave and parenting leave. Kent Nelson noted that the FMLA is a federal act that the University is required to follow. Parenting Leave is a subset of family medical leave. The Senate in recent years has sought to expand some of the benefits provided for parenting leave. For instance, the UI does allow both

parents (if they are UI employees) to take 12 weeks of parenting leave, FMLA does not specify an employer must do so.

A Senator asked if Staff Affairs had reviewed these changes? The Chair noted that Staff Leadership reviewed some of the changes and had received the proposed changes to E-4 and M-2 today.

Another Senator asked about the language in M-5a6. “Parenting is defined as the period of bonding that occurs within the first twelve (12) months of the birth, adoption or foster placement of the child in the family and ends twelve (12) months after.” After some discussion of whether this confusing language was taken from the FMLA, it was suggested that the proper interpretation of this was that parenting leave must be taken within the first 12 months of the birth or adoption.

A Senator asked about the proposed changes to donating annual leave to the shared leave pool in L-3. Chair Brandt explained that these changes were proposed, because administratively it is difficult to track donated leave that isn’t used by the person to which it is donated. Thus, L-3d now states that “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.” Those who want to donate to a colleague, but don’t wish the leave to go into the shared leave pool should donate leave in measured increments. There should be communication between the donor and HR.

Although not part of the proposed changes, a Senator asked about the provision in G-2 stating that an employee “must request annual leave or personal leave without pay” for “appearing as an expert witness when the employee is compensated”. He expressed the view that this was contradictory to other provisions allowing employees to take time for consulting. Kent Nelson acknowledged that this was an interesting question and he would look into the possible contradiction with the consulting policy.

Reflecting a general view that the Senate had not been given sufficient time to review some of these changes a motion (Johnson/Brown) to postpone this discussion to the next meeting passed unanimously.

Adjournment: A motion (Folwell/Brewick) to adjourn was unanimously agreed to at 4:52.

Respectfully submitted,

Don Crowley, Faculty Secretary &
Secretary to the Faculty Senate

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 2017:

Luigi Boschetti, CNR
Andrew Brewick, Staff
Allan Caplan, CALS
Yun Chung, Business
Annette Folwell, CLASS
James Foster, Science
Bruce Godfrey, CDA
Greg Donohoe, Engr. (served one year Clint Jeffery's term)

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.

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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	Engineering		
Department/Unit:	Civil Engineering		
Dept/Unit Approval Date:	Feb 20, 2016	Vote Record:	13 yes, 1 no, 4 undecided
College Approval Date:	Sep 27, 2016	Vote Record:	Unanimous
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Patricia Colberg, Chair, Civil Engineering, colberg@uidaho.edu		

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

The Department of Civil Engineering is requesting a name change to the Department of Civil and Environmental Engineering to: attract more students, align with the majority of Civil Engineering programs nationwide, and better represent the activities of the department. This is simply a name change with no additional workload. The degree name will not change.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	Civil Engineering
New Name:	Civil <u>and Environmental</u> Engineering
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	August 14, 2017

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:		Modify:		Discontinue:		Implementation Date:	
Graduate Level:		Undergraduate Level:		Law Level:		Credit Requirement:	
Are new courses being created:	No	Yes		If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:		Degree:	
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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:
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
3.	How will you ensure that the assessment findings will be used to improve the program?
4.	What direct and indirect measures will be used to assess student learning?
5.	When will assessment activities occur and at what frequency?

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	
Brief Description of financial impact:		

Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	x	
Coeur d'Alene		
Boise*	x	
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.

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1/19/2016		
UCC Item Number:	UCC-17-028a		
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:			

Response to questions

Modification of department name from Civil Engineering to Civil and Environmental Engineering

Prepared by P. Colberg, Chair

17 January 2017

History

Before a modification to our Department name was discussed, two faculty members conducted extensive research on which other CE programs had changed their names in recent years and impact this change may have had on their enrollments. We also had extensive input on the proposed name change from various stakeholders: from CE and COE faculty, from graduating seniors in civil engineering, from the Department's Advisory Board, and several individuals in the professional civil engineering community, including colleagues at other universities.

In February 2016, at a faculty retreat where a lengthy discussion was held about the proposal, a majority of CE faculty voted for the name change. On behalf of the faculty, I informed Dean Larry Stauffer of our intent to modify our name in letter dated June 2016.

The proposed change has been strongly endorsed by our nine-member Advisory Board. They voted unanimously for modification of the department name and wrote a letter in August 2016 to Dean Stauffer articulating their reasons.

I made a formal presentation to the COE Curriculum Committee (CCC) in Fall 2016, providing justification for the name change and answering the committee's questions with the assistance of two senior faculty members. The CCC approved the name change unanimously.

I am happy to provide the UCC with any or all of these letters.

Rationale for proposed change

As contained on the Group B form, the rationale for the proposed name change is: (1) to attract more students to the University of Idaho; (2) to align with the majority of Civil Engineering programs nationwide, and (3) to better represent the activities of the department.

In support of (1) -- *to attract more students to the University of Idaho* – I offer the following additional comments.

In exit interviews conducted with all of our graduating seniors in April 2016, I asked students how they would feel if we added 'environmental' to the department name. Without exception, each student expressed enthusiastic support for the name change, even though most had not pursued an environmental engineering emphasis in their degree. Many students admitted they really did not know what civil engineering was when they started college, but that adding 'environmental' to the name would have helped them identify more readily with CE. Several remarked to me that they had friends in high school who would probably have attended UI if they had known we offered environmental engineering courses. We know that '*environmental everything*' is appealing to high school students, which is why we maintain that interest in UI will be enhanced upon adoption of the new name.

I discussed the name change with the Department's Advisory Board at our April 2016 meeting. Their response was overwhelmingly positive. One Board member remarked: "It's about time!". Another said: "Why *wouldn't* you change the name? There are no downsides." Another added: "This is a smart move. We will see more students attracted to UI because of it." One Board member from Coeur d'Alene, whose daughter is starting her senior year in high school, assured everyone in the room that 'this name change would put UI back on her list of colleges'. The Board voted to unanimously to endorse modifying the Department's name and immediately drafted a letter saying so to Dean Stauffer.

Response to questions

Modification of department name from Civil Engineering to Civil and Environmental Engineering

Prepared by P. Colberg, Chair

17 January 2017

We also know that environmental engineering impacts the professional practice of all types of civil engineering. In fact, this is why we require all CE majors to take CE 330/Fundamentals of Environmental Engineering, regardless of their degree emphasis. The consensus of my Faculty is that modifying our name will result in increased applications and enrollments in civil engineering at both the undergraduate and graduate levels – and in other departments in the College as well.

In support of (2) -- to align with the majority of Civil Engineering programs nationwide – I offer the following additional comments:

Environmental engineering is universally recognized as a subdiscipline of Civil Engineering. This is also why almost every department with the name “Environmental Engineering” is located in a former Department of Civil Engineering. Most CE departments in the USA have already incorporated “environmental” into their names. In fact, 75% of the top 50 Civil Engineering programs are named “Civil and Environmental Engineering”; 65% of all BSCE-degree granting programs are named CEE (or some variation thereof). This trend has also been adopted in programs across the globe.

Environmental engineering traditionally resides in CE departments; in only rare cases, is it associated with departments of chemical or biological engineering (e.g., OSU). There are currently five universities in the region with departments named *Civil and Environmental Engineering*: Idaho State University, Washington State University, University of Washington, Portland State University, and Seattle University. The list of other western schools with this name includes Idaho State, Utah State, University of Utah, Brigham Young, and Colorado State. UI competes for students with all of these institutions. We are at a distinct ‘identity’ disadvantage with respect to our competition. Moreover, easily half of all CE departments in the United States are currently named Civil and Environmental Engineering; this is not a new trend, but one that we are late in adopting.

In answer to your specific questions:

Q: How does the name change better represent the activities of the department?

There is complete agreement among the CE Faculty that all of our areas of specialty are closely linked to ‘environmental engineering’. For example, Peter Goodwin, who is the Director of the Center for Ecohydraulics Research (CER) in Boise and a CE Professor, strongly supports the name change because it strengthens the understanding that environmental engineering is a critical component of the work done by CER. Prof. Ahmed Abdel-Rahim, who is Director of NIATT, a transportation center at UI, maintains that no infrastructure projects of any kind that are designed or constructed by civil engineers nowadays can ignore environmental impacts; because of this, all projects in the transportation area necessarily include environmental engineers. If we asked our faculty to describe work they do that involves some aspect of environmental engineering, I think the list would be extensive. Even if a student is not a ‘practicing’ environmental engineer, they require an understanding of the fundamental principles of the discipline and will very likely work with individuals in this specialty.

So, to answer your question: modern civil engineering, both in theory and practice, is intrinsically linked with environmental engineering. This is why so many departments all over the world have changed their names to Civil and Environmental Engineering. Our department too has a strong identification with environmental engineering in our teaching, service and

Response to questions

Modification of department name from Civil Engineering to Civil and Environmental Engineering

Prepared by P. Colberg, Chair

17 January 2017

research. To leave 'environmental engineering' off our name is not only disadvantageous, but ignores the value our program places on the environmental engineering aspects of the problems we solve and the projects we design.

Q: *Will there be a new program created eventually, or courses .. or do you already have a number of environmental engineering courses?*

At the present time, we feel we can meet the needs of students who are interested in environmental engineering as a degree specialization by helping them select appropriate upper division electives (listed below); we do not see an immediate need to create a separate degree program.

Our Civil Engineering curriculum prepares students to work in a wide array of environmental engineering design work including, but not limited to, drinking water treatment, wastewater treatment, surface water quality, site assessment, ground water remediation, landfill infrastructure, hydraulics, and water quality improvement. All CE majors complete a rigorous third-year curriculum that includes introductory courses in Environmental Engineering (CE 330), Hydraulics (CE 322), and Hydrologic Engineering (CE 325). Undergraduate students who are interested in emphasizing environmental engineering over the other areas in our program can take a variety of more advanced courses as electives, including:

- CE 431/Design of Water and Wastewater Systems I
- CE 432/Design of Water and Wastewater Systems II
- CE 433/Water Quality Management
- CE 421/Engineering Hydrology
- CE 422/Hydraulic Structures Analysis and Design
- CE 428/Open Channel Hydraulics

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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	Engineering		
Department/Unit:	Industrial Technology		
Dept/Unit Approval Date:	8/27/2016	Vote Record:	
College Approval Date:	12/13/16	Vote Record:	
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Lee Ostrom and Cheryl Wilhelmsen	ostrom@uidaho.edu, cherylw@uidaho.edu	

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

It is requested to add a new academic certificate named **Fire Safety** certificate. It is requested to assign **FIRE prefix** for the courses required for the Fire Safety certificate.

The certificate consists of six 3-credit courses. The courses will include study of fire science and engineering, which crosses over the fields of mechanical, physical and structural designs. These courses are:

FIRE 406	Fire Safety Hazards Analysis	3 cr
FIRE 407	Fire Suppression Design and Detection	3 cr
FIRE 408	Fire Loss Control	3 cr
FIRE 409	Facility Fire Hazard Management	3 cr
FIRE 410	Structural Designs for Fire and Life Safety	3 cr
FIRE 411	Community Planning and Design for Fire Protection and Management	3 cr

The certificate was requested by the Idaho National Laboratory and regional businesses. They identified an urgent need for employees with certification in Fire Safety. The certificate will provide the level needed to pass the certified fire protection specialist exam and will provide skill and knowledge for the students to qualify for a fire protection specialist job.

The certificate will be offered by the Industrial Technology undergraduate program at Idaho Falls.

The Department of Labor supported the certificate by awarding a grant for development of required courses and for support of the certificate instruction for the first two years.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	If yes, how many courses will be created:	6	

If the request is for an option or emphasis enter the associated major and degree:

Major:		Degree:	
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	18 credit Fire Safety certificate
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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:
Component: Fire Safety Hazard Analysis Learning outcomes: The student will be able to conduct a fire hazard analysis for a building or facility. Component: Fire Suppression Design and Detection Learning Outcomes: The student will be able to assess the adequacy of a fire suppression system and fire detection system and provide design input for improving them.	

Component: Loss Control

Learning Outcomes: The student will be able to conduct a fire loss control assessment.

Component: Community Planning and Design for Fire Protection and Management

Learning Outcomes: The student will have the ability to work with local fire districts to develop plans for reducing the potential for fires or to mitigate the damage caused by a fire.

Component: Facility Fire Hazard Management

Learning Outcomes: The student will have the ability to management the fire hazards in a building or facility.

Component: Structural Designs for Fire and Life Safety

Learning Outcomes: The student will have the ability to assess a building or facility for fire and life safety issues and to provide design changes to meet code requirements.

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

Learning outcomes: The student will be able to conduct a fire hazard analysis for a building or facility.

Assessment: The student will have assessments, projects and or tests on how to conduct a fire hazard analysis.

Learning Outcomes: The student will be able to assess the adequacy of a fire suppression system and fire detection system and provide design input for improving them.

Assessment: The student will have assessments, projects or tests on how to assess the adequacy of a fire suppression system and fire detection system.

Learning Outcomes: The student will be able to conduct a fire loss control assessment.

Assessment: The student will have assessments, projects or tests on how to conduct a fire loss control assessment.

Learning Outcomes: The student will have the ability to work with local fire districts to develop plans for reducing the potential for fires or to mitigate the damage caused by a fire.

Assessment: The student will have assessments, projects or tests on how to conduct community fire planning.

Learning Outcomes: The student will have the ability to management the fire hazards in a building or facility.

Assessment: The student will have assessments, projects or tests on how to manage fire hazards in a building or facility.

Learning Outcomes: The student will have the ability to assess a building or facility for fire and life safety issues and to provide design changes to meet code requirements.

Assessment: The student will have assessments, projects or tests on how to assess a building or facility for fire and life safety issues and to provide design changes to meet code requirements.

In general:

The six (6) courses will be comprised of eight (8) modules within each course. Within each of these modules the assessment will be comprised of quizzes, research papers, presentations, and where appropriate examinations. In addition, some courses will include practical projects. Each instructor is responsible for performing the assessments for the individual courses. The assessments will be aligned with the overall objectives of the certificate program. An overall assessment of the program will be the successful completion of a National Fire Protection Association (NFPA) related examination and/or the Certified Fire Protection Specialist (CFPS) certification. An ongoing review of the courses will occur every academic year semester to ensure the instructors are providing the appropriate content and assessments so that students can successfully complete an NFPA examination or certification. The Associate Dean in Idaho Falls and Director of Industrial Technology will review the results of the assessments on an ongoing basis and at least once a semester.

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

The assessment findings will be evaluated each year and if the learning outcomes are not achieved as projected, the course syllabi will be revised.

4.	What direct and indirect measures will be used to assess student learning?
As stated in #2 above, the assessment tools will be directly aligned with the learning objectives. Each of the eight (8) modules for each of the six (6) courses will have assessment tools that are aligned with the learning objectives. The instructors for this certificate program will be/are highly experienced for the fire protection/firefighting community. For example, the Fire Chief for Idaho Falls who also holds a MS degree is one of the instructors for the program. The instructors for the courses have volition to develop what they feel are the appropriate assessment tools, within the bounds of the overall learning objectives. Each of the modules within the courses will provide the steps needed to successfully complete NFPA examinations/certifications.	
5.	When will assessment activities occur and at what frequency?
The learning outcomes are assessed every semester and are aligned with changes in the National Fire Code and practice. The instructors for the certificate program, who are certified fire safety professionals, along with the Associate Dean in Idaho Falls and Director of Industrial Technology will meet, review, and update the learning outcomes as needed. The effectiveness of the program will be assessed by the successful completion of the NFPA examinations/certifications. There are a number of appropriate NFPA examinations the students have the option to take at the end of the certificate program, depending on the direction they wish to pursue or relevant to their current career. For example, the Certified Fire Inspector-1 examination or the CFPS certification.	

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	x	Less than \$250,000 per FY:		
Brief Description of financial impact:	A \$254,000 Idaho Department of Labor grant is supporting the creation of the Fire Safety certificate and is supporting its instruction for the first two years.			

Distance Education Availability

This section must be completed if program component request section is 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	x	No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	x
--------	---

Coeur d'Alene	x	
Boise*	x	
Idaho Falls*	x	
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 Budget Office, if applicable:	
Date Received by Institutional Research and Assessment:	
Date Received by UCC Secretary:	2-22-17
UCC Item Number:	UCC-17-028b
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:	

Request for Assigning a New FIRE Course Prefix

October 31, 2016

The Industrial Technology program at the University of Idaho requests to assign a new **FIRE** prefix for the courses required for the newly introduced Fire Safety certificate.

The Fire Safety certificate is offered by the Industrial Technology program in Idaho Falls. The certificate was requested by the Idaho National Laboratory and the local businesses in Southeastern Idaho, due to an increasing demand for employees with certification in Fire Safety. Based on an application by the Industrial Technology program, the Department of Labor awarded a grant on the amount of \$254,000 in support of the development and instruction of the required courses for the Fire Safety certificate.

The certificate requires 18 credits, and it consists of the following six 3-credit courses:

FIRE 406	Fire Safety Hazards Analysis	3 cr
FIRE 407	Fire Suppression Design and Detection	3 cr
FIRE 408	Fire Loss Control	3 cr
FIRE 409	Facility Fire Hazard Management	3 cr
FIRE 410	Structural Designs for Fire and Life Safety	3 cr
FIRE 411	Community Planning and Design for Fire Protection and Management	3 cr

The certificate will provide the level needed to pass the certified fire protection specialist exam and will provide skill and knowledge for the students to qualify for a fire protection specialist job.

The courses are offered as web-based courses and therefore the certificate can be earned by all students irrespective of the geographical area in which they reside.

Spring 2017

XXX
Chief Academic Officer
Idaho State Board of Education
650 West State Street, Suite #307
P.O. Box 83720
Boise, ID 83720-0037

Dear XXX:

The University of Idaho is writing to notify the Idaho State Board of Education of our intention, in coordination with North Idaho College, to expand our current offering of the third year UI Computer Science (CS) program in Coeur d'Alene to include the fourth year beginning summer of 2017. As you are aware, this year the UI began offering third year CS classes supported by a FY17 legislative appropriation. The purpose of this letter is to notify you that the UI plans to implement the next phase, namely the fourth and final year of the Bachelors of CS program contingent on the additional legislative appropriation being considered during this upcoming legislative session.

During and after the full program establishment, NIC will continue to offer the first two years and the UI will offer the final two years in Coeur d'Alene; the UI will continue to offer the full curriculum (all four years) on the Moscow campus. Computer science faculty from both institutions have been working together to ensure the curriculum between our two programs is in alignment. Students attending NIC can finish their associate's degree and keep working towards their bachelor's degree without leaving the area.

A bachelor's degree program will be a tremendous advantage for place-bound students in northern Idaho and provide key support to growing businesses in the area. A unique characteristic of this program will be cooperative experiences that will make industry-sponsored internships a part of the educational process. This program offering will greatly enhance the economic development of the region, create a viable pathway from NIC to UI, and move Idaho closer to its Complete College Idaho goals. North Idaho is home to a flourishing technology community. Implementing the degree program in partnership with NIC in the Coeur d'Alene region will better serve local students passionate about the field and the community, allowing them to remain in the Coeur d'Alene vicinity while receiving a meaningful, relevant education that they can parlay into a well-paying job without leaving the state.

Sincerely,

John Wiencek
Provost and Executive Vice President

cc: Rick MacLennan, President, NIC, rick.maclennan@nic.edu
Lita Burns, Vice President for Instruction, NIC, maburns@nic.edu

Memo

To: Faculty Senate
From: Senate Leadership
Date: March 2, 2017
Subject: Overview of Leave Policy amendments.

Order of discussion

As requested below is a discussion of the changes to the leave policy. My suggestion for the order of our meeting next week is as follows:

1. Revisions to subsection E regarding Parenting Leave (including substituting new language in E-1 and E-4).
2. Revisions to subsection L regarding Shared Leave.
3. Revisions to subsection M regarding Family Medical Leave (including substituting new language in M-2)
4. All other revisions to the policy.

Overview of Changes

1. Parenting Leave Revisions.

E-1 (and M-5.a.6). Reorganization -- the definition of "parenting" was moved up from section M to section E-1. In addition after our 2/28 Senate meeting, we followed up on questions raised about this definition and are suggesting a revision to the language to clarify the grammar and make the definition more clear. This suggested language is below.

E-2. Clarification – this is a further clarification of changes we made last year making employees eligible for parenting leave starting 6 months after hire – this is an expansion of the FMLA statutory requirement which only requires leave after 1 year of employment. The clarification is that employees must have completed their probationary period prior to eligibility for parenting leave.

E-4 (and C-9). The big picture idea is that parents should not have to use up all their accumulated paid leave for parenting leave. Kids and parents get sick. We (last year's Senate and Senate Leadership) wanted parents to be able to retain some paid leave after a parenting leave. The process we agreed on with HR and General Counsel is that an employee must use her or his accumulated sick leave first, up to that point in time when the employee's total accumulated leave (sick, annual leave and/or compensatory time) combined together is 80 hours. At that point, the employee has a choice: she or he may preserve their remaining paid leave and elect to use unpaid leave for the remainder of their parenting leave OR she or he may continue to use up paid leave. Previously our policies required the employee to use up all her or his sick leave. The revision to C-9 eliminates old language that is inconsistent to this new approach.

E-4 is one of the sections of the policy for which General Counsel recommended a last minute change before our 2/28 meeting. General Counsel's suggested language is below. Senate Leadership strongly recommends that the E-4 language suggested by General Counsel be substituted for E-4 in the draft policy. It clarifies the policy and removes a couple of complex ambiguities.

2. Shared Leave Revisions

L-3.b and d. Our existing policy was inconsistent on how shared leave was administered. The question is whether leave donated to a particular person is returned to an employee if it is not used by the intended donee. HR has indicated that it is very difficult administratively to track such donations and return unused amounts to the person who donated the leave. The policy amendments eliminate contradictory language and clarify that if donated leave is not used by the intended recipient, it goes into the general shared leave pool and is not returned to the donor. Leave donors who desire to donate only as much leave as a particular individual needs are encouraged to work with HR to make incremental donations to that person. After Senate discussion at the 2/28 meeting, we are recommending the addition of the last sentence above to the policy itself to advised employees who are worried about losing donated leave when it is not used by the intended recipient. We have included this recommendation below.

3. Family Medical Leave

M-2. The issue here is the same as the issue for Parenting Leave dealt with in E-4. The idea is to give employees the choice to use up their paid leave or, once they reach the level of 80 hours of combined paid leave, to be able to take unpaid leave for an FMLA leave. This is a change from existing policy which required employees to use up paid leave first before taking unpaid leave.

As with the amendment to E-4, General Counsel suggested a revision to the proposed language just before our 2/28 meeting. General Counsel's suggested language is below. Senate Leadership strongly recommends that the M-2 language suggested by General Counsel be substituted for M-2 in the draft policy. It clarifies the policy and removes a couple of complex ambiguities.

4. Additional Minor changes:

- a. A-13 and C-8. This change removes the ability of individual supervisors to set standards for attendance. It also clarifies that any type of excessive absenteeism whether because of sickness or other causes *may* result in disciplinary action. Senate Leadership believes these changes reflect current policy and remove the ability of individual supervisors to set attendance standards that may not be consistent with university policy or that may be out of line with standards set by other supervisors.
- b. C-7. Title and grammatical changes. Senate Leadership thinks these changes clarify that pregnancy is not an illness.
- c. C-7. This revision makes our policy consistent with federal law.

- d. D-2. Minor change to reflect the addition of parentheticals to the headings (see #f below)
- e. M-17. Minor changes to bring our policy in line with our practice
- f. Additions to the Headings of big categories of leave to point employees to the eligibility rules for each type of leave. There are parentheticals added after “B Annual Leave”, “C. Sick Leave”, “D. Holidays”, “E. Parenting Leave”, “F. Military Leave”, “G. Leave for Court...”, “H. Leave for Campaigning...”, “I. Administrative Leave”, “J. Academic Transitional Leave”, “K. Terminal Leave”, “L. Shared Leave”, “M. Family Medical Leave”, “O. Personal Leave”, “P. Extended Medical Leave”, and “Q. Leave for Professional Improvement.” The addition of this information at the beginning of each major category of leave may help employees navigate the policy. We believe a major reorganization is needed and possibly the policy should be broken into separate sections. For now, however, we felt the addition of these parentheticals might be helpful.

Proposed substituted language

E-1. Substitute the following language for f E-1.a and b.:

a. “Parenting” is defined as the period of bonding that occurs within the first twelve (12) months of the birth, adoption or foster placement of the child in the family.

b. “Parenting Leave” is leave taken by an employee under this section E to bond with a child within the first twelve (12) months of the birth, adoption or foster placement of the child in the family. Parenting leave is separate and distinct from medical leave taken by a birth mother related to serious health conditions associated with pregnancy and child birth and from medical leave taken by either parent to care for a child with a serious health condition. See Family Medical Leave Section M-1 for the relationship of Parenting Leave under this Section E and Family Medical Leave under Section M of this FSH 3710.

c. 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.

E-4. Substitute the following language for all of E-4.:

Employees can choose to use a combination of accrued paid leave or unpaid leave. Employees must first use accrued sick leave (see FSH 3710 M-2). However when the combination of the employees remaining sick leave plus any additional accrued paid leave that may be available to the employee falls below 80 hours, then the employee may elect to use unpaid leave for parenting.

L-3.d. Add the following sentence to the end of the paragraph:

Leave donors who desire to donate only as much leave as the intended recipient needs are encouraged to work with HR to make incremental donations to that person.

M-2. Substitute the following language for all of M-2:

Family medical leave and/or service member family medical leave is generally leave without pay. However, when the absence also qualifies for the use of sick leave, if available, employees must first use accrued sick leave. When the combination of the employee's remaining sick leave plus any other accrued paid leave that may be available to the employee falls below 80 hours the employee may then elect unpaid leave for the Family Medical Leave. When the type of absence does not qualify for the use of sick leave, the employee must use other available accrued paid leave until the employee's remaining sick leave plus any other accrued paid leave that may be available to the employee falls below 80 hours before the employee may use unpaid leave for the Family Medical Leave.

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 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 2011 section R was removed and a new policy, FSH 3450, was created to address employment actions such as temporary furloughs. In 2015 and 2016 many changes were put in place to comply with federal regulation changes on family medical leave, a new section on Parenting Leave was added, and to allow employees more flexibility in leave use. Unless explicitly noted, the text is as of July 1996. Further information is available from Human Resources (208-885-3638). [ed. 7-97, 7-05, rev. 7-98, 7-02, 2-08, 7-10, 7-11, 7-15, 7-16]

CONTENTS:

- A. General
- B. Annual Leave
- C. Sick Leave
- D. Holidays
- E. Parenting Leave
- F. Military Leave
- G. Leave for Court Required Service and Voting
- H. Leave for Campaigning for or Service in Public Office
- I. Administrative Leave
- J. Academic Transitional Leave
- K. Terminal Leave
- L. Shared Leave
- M. Family Medical Leave
- N. Service member Family and Medical Leave *[add. 2-08]*
- O. Personal Leave
- P. Extended Medical Leave
- Q. Leave for Professional Improvement
- R. Exceptions

A. GENERAL.

A-1. The University of Idaho (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 [see R below; APM 55.09, 55.07, 55.38; FSH 3120, 3720 and 6230] *[ed. 2-08, 7-10, 7-16]*

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

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Section 3710: Leave Policies for All Employees

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. 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. If the employee is on approved intermittent Family and Medical Leave (FML) they must report each hour missed. *[ed. 7-16]*

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

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terminal leave [K], or in some circumstances during administrative leave [I-5]. An employee typically will not be given such credit for any periods of unpaid leave. *[ed. 7-16]*

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. Attendance at work is a job requirement for all positions at the university. Excessive absenteeism can affect job performance. ~~Supervisors may set reasonable attendance standards, and the employee may be subject to disciplinary action.~~

Commented [TB(1)]: Moved from sick leave C-8 below because this is applicable to all and not specific to sick leave.

A-1314. 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-1415. 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. – (Available to UI employees listed in A-6 (a) and A-6 (b) as described in Section B)

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 ILE.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 IIF.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. *[ed. 7-16]*

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 .04625 results in 2.90 hours of accrual and may accumulate to a maximum of 192 hours. *[ed. 7-16]*

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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. [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. Documentation to support the use of sick leave may be required. *[rev. 7-16]*

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 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. *[rev. 7-16]*

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 Human Resources has approved a written request for alternative termination arrangements that are in the best interests of the university. *[ed. 7-16]*

A termination extended through the use of accrued annual leave must be approved in advance, in writing, by Human Resources and unit administrator and shall be treated as terminal leave. [J and APM 50.20]*[ed. 7-16]*

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 Human Resources. *[ed. 7-16]*

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.

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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. (Available to UI employees listed in A-6 (a) and A-6 (b) as described in Section C)

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 .04625 for each hour worked. [ed. 7-16]

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. [ed. 2-08, rev. 7-16]

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 [J]. [ed. 7-16]

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 or Serious Medical Condition of Employee. An employee's own illness, ~~or injury,~~ or child birth ~~by an employee~~ 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. [rev. 7-16]

b. Illness or Serious Medical Condition of an Immediate Family Member. When the illness, ~~or injury,~~ or ~~childbirth~~ of an immediate 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 Human Resources may approve an extension of leave for up to a total of thirty (30) days of sick leave. [ed. 7-16]

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.

f. 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.

g. Parenting/Adoption. All eligible employees are entitled to use sick leave for parenting/adoption as provided in E. Parenting Leave. [rev. 7-16]

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hg. 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 organ donor during an approved family medical [M] or personal leave [O]. *[ed. 2-08, 7-16]*

C-8. ~~Attendance at work is a job requirement for all positions at the university. Excessive absenteeism can affect job performance. Supervisors may set reasonable attendance standards.~~ Documentation may be required to be submitted to Human Resources to support absences. Absences that occur during an approved family medical leave [M] are exempt from these requirements. *[rev. 7-16]*

Commented [TB(2): Moved deleted portion from sick leave section to A-13 above, because this is applicable to all and not specific to sick leave.

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 [M-2].~~ *[ed. 7-16]*

C-10. An employee may be eligible for FML after three (3) consecutive days of sick leave, unpaid or other absence [M-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 a medical certification form and FML application. A failure to comply with a request to complete and return the medical certification form and 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 (see FSH 3910, 3920 and 3930). *[rev. 7-16]*

Commented [TB(3): Documents are required and federal law defines the time period for submitting documents.

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. *(Available to UI employees listed in A-6 (a) and A-6 (b) as described in Section D)*

D-1. The university is closed at least eleven (11) holidays each fiscal year. [FSH 3460 F-2] *[ed. 7-16]*

~~**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]*~~

Commented [TB(4): This would not be needed if adding eligibility under D. Heading

D-32. 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-43. 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

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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-54. 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-65. 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]* (Available to UI employees listed in A-6 (a) who also meet the specific eligibility criteria as described in Section E)

E-1. Definitions.

- a. "pParenting" is defined as the period of bonding that occurs within the first twelve (12) months of the birth, adoption or foster placement of the child in the family and ends twelve (12) months after. An employee who has given birth may be eligible for family and medical leave related to child birth disability and may continue leave followed by a period of parenting which begins at the expiration of the disability of the birth mother and/or child if applicable.
- b. 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. *[rev. 7-16]*

E-2. ~~All university employees who are eligible to receive sick leave~~ are eligible for Parenting Leave on or after (i) 180 days from their date of hire, ~~Employees must also successfully complete any applicable initial probationary period or (extension thereof) to be eligible;~~ or (ii) ~~the date of successful completion of their initial probationary period, whichever is later.~~ Eligible employees are entitled to 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. *[rev. 7-16]*

E-32. 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. *[rev. 7-16]*

E-34. Employees can choose to use a combination of accrued paid leave or unpaid leave. ~~First, employees must use accrued sick leave (see FSH 3710 M-2). However, when the combination of the employee's remaining sick leave, plus any additional accrued paid leave that may be available to the employee falls below 80 hours, then the employee may elect to use unpaid leave for parenting. However, employees must first use accrued sick leave (see FSH 3710 M-2) and then any accrued annual leave or compensatory time, provided however at such time as the employees total available leave falls below 80 hours the employee may elect to use unpaid leave for parenting. they have in excess of 80 hours before going on leave without pay.~~ *[rev. 7-16]*

Commented [TB(5)]: Added to clarify total accumulation of leave

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E-54. 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. If an employee is eligible for FMLA leave under Section M, 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. *[rev. 7-16]*

E-65. 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. *[add. 7-16]*

E-76. Upon return from Parenting Leave, employees will be assigned to their same or similar position with equivalent pay and status. *[add. 7-16]*

E-87. Leave may not be used for both foster care and adoption consecutively if foster placement leads to that adoption of the son or daughter. *[ren. 7-16]*

E-98. Alternate or reduced work schedules are addressed in FSH 3710 M-13 b. *[ren. 7-16]*

E-910. See FSH 3710 R-1 for exceptions to university leave policies. *[ren. 7-16]*

F. MILITARY LEAVE. When an employee goes on military leave it is not considered a break in service. [\(Available to all UI employees as described in Section F\)](#) *[ren. & rev. 7-16]*

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 one hundred twenty (120) hours per calendar year for active duty or military training. 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 university will pay the difference between military pay received from the U.S. or State government, but cannot duplicate pay. 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 according to the applicable plan documents. Instead of taking military leave, an employee may request annual leave on the same basis as any other vacation or other time off and if approved, retain full military pay. [APM 55.09 and 55.38] *[ed. 7-10, rev. 7-16]*

F-2. Any employee who is called to active duty and/or is required to serve more than one hundred twenty (120) hours 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. *[ed. 7-16]*

F-3. 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. *[rev. 7-16]*

F-4. Military leave beyond the first one hundred twenty (120) hours 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 based on the university's current Summary Plan Document at the time of reinstatement: contact Benefit Services. [\[ren. 7-16\]](#)

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F-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. *[rev. & ren. 7-16]*

F-6. Upon reinstatement to active university employment, the employee's health plan will resume as if their employment had not been interrupted. *[ren. & rev. 7-16]*

F-7. 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. *[ren. 7-16]*

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-8. Retirement benefit contributions are suspended while the employee is on unpaid military leave when the one hundred twenty (120) hours per F-1 have been exceeded. Upon reinstatement to active university employment after military leave, reenrollment in the retirement plan will be accomplished in accordance with the plan documents. *[ren. & rev. 7-16]*

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-9. 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. *[ren. 7-16]*

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G. LEAVE FOR COURT REQUIRED SERVICE AND VOTING. *[ren. 7-16] (Available to all UI employees as described in Section G)*

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 G-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, 7-16]*

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. 7-16] (Available to UI employees as described in Section H)*

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. 7-16] (Available to all UI employees as described in Section I)*

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 (K) and academic transitional leave (J) are not considered administrative leave.) *[ed. 7-16]*

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; FSH 3470 B] *[ed. 7-10, 7-16]*

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.

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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.

I-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:

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.

- a. (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.
- b. Classified – enter hours not worked due to closure under the Administrative Leave code, up to 8 hours.
- c. Exempt & Faculty – enter hours not worked, if over 4, due to closure under the Administrative Leave code, up to 8 hours. *[add. 7-16]*

J. ACADEMIC TRANSITIONAL LEAVE. *[ren. 7-16] (Available to all UI employees as described in Section J)*

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 Human Resources. *[ed. 7-16]*

K. TERMINAL LEAVE. *(Available to all UI employees as described in Section K) [ren. 7-16]*

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. 7-16] (Available to employees listed in A-6 (a) subject to specific eligibility criteria described in Section L)*

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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. If an employee is only eligible for benefits under the Patient Protection and Affordable Care Act (PPACA) they do not qualify for shared leave. *[rev. 7-15, 7-16]*

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. *[rev. 7-16]*

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 use all other available leave such as sick leave, annual leave, and compensatory time to qualify for shared leave. If an employee receives shared leave during the first year of their employment with the university, and does not return to active service for at least thirty days after completion of their leave, they may be expected to repay the compensation they received, unless this requirement is waived by the president, or his/her designee. *[rev. 7-16]*

c. Disability Income. To be eligible for shared leave for the employee's own medical condition that is expected to last longer than thirty days, employees must first apply for wage replacement benefits that may be available through 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. *[rev. 7-16]*

L-3. Donating Annual Leave to Shared Leave Pool. *[ed. 7-16]*

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. 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 (see conversion below in L-5 b).~~ ~~No leave donation in excess of the recipient's shared leave needs will be taken.~~

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~~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. [ren. 7-16]~~

c. Leave donations may be made in any amount of not less than ½-hour (.50) increments. [ren. 7-16]

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).~~ 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, ren. 7-16]

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 granted will be prorated based on employee's FTE. [ren. 7-16]

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. [add. 7-16]

c. Shared leave requests are reviewed and granted by Benefit Services 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 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. Human Resources will respond to appeals within thirty (30) days. [ren. & ed. 7-16]

L-5. Funding and Conversion.

a. Funding for a full year of base salary is provided for most positions. A department typically has received funding for the duration of the employee's full appointment. If an employee is absent without pay, the department 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 during leave from shared leave donations. [ren. & rev. 7-16]

b. Conversion for donations. Hours donated by an employee 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. Direct donations 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. [add. 7-16]

M. FAMILY MEDICAL LEAVE. [ren. 7-15] (Available to all UI employees subject to specific eligibility criteria described in Section M)

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, ed. 7-16]

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

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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. *[add. 7-15, rev. 7-16]*

M-2. Family medical leave and/or service member family medical leave is generally leave without pay. However, see Section E above for specialized provisions in the case of parenting leave. In addition, when the absence is not for parenting but also qualifies for the use of sick leave, if available, employees may choose to use any combination of paid leave before going on leave without pay to reduce their total balance to 80 hours, 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. Employees may choose to use any combination of compensatory time or annual leave before going on leave without pay to reduce their total balance to 80 hours. *[rev. 2-08, 7-16]*

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. *[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).

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~~6. "parenting" is defined as the period of bonding that occurs within the first twelve (12) months of the birth, adoption or foster placement of the child in the family and ends twelve (12) months after. An employee who has given birth may be eligible for family and medical leave related to child birth disability and may continue leave followed by a period of parenting which begins at the expiration of the disability of the birth mother and/or child if applicable. See Parenting Leave E for non-PMLA parenting leave.~~

Commented [TB(6)]: Moved Definition to parenting leave section

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 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.

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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 Human Resources. 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.~~

Commented [TB(7)]: This statement was removed in the submitted version (for President approval) – It is no longer applicable

N. SERVICE MEMBER FAMILY AND MEDICAL LEAVE. The federal Family and Medical Leave Act (FMLA) now entitles eligible employees to take leave for covered family members' 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, 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.

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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.

1. 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. *[add. 7-16]*

N-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. *[rev. 7-16]*

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:

1. 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

2. 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

3. 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

4. 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. *[add. 7-16]*

N-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.

O. PERSONAL LEAVE. *[ren. 2-08, 7-15]* *(Available to UI employees listed in A-6 (a) and A-6 (b) as described in Section O)*

O-1. Any employee not covered by another university leave type within this policy may request a personal leave of absence.

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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 MEDICAL LEAVE. *[ren. 2-08, 7-15, ed. 7-16] (Available to all UI employees subject to specific eligibility criteria described in Section P)*

P-1. Extended medical leave (EML) extends job protection and health benefits beyond the expiration of family medical leave. EML is intended for the following: *[ed. 7-16]*

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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. EML and other options for an employee's return to work following an approved family medical leave must be coordinated and approved through Benefit Services, in consultation with the supervisor, and are granted at the discretion of the university, but are not guaranteed. EML may not exceed a total absence period of twelve (12) consecutive months. *[ed. 2-08, rev. 7-16]*

P-3. Acceptable medical certification and/or other documentation to support a prognosis for return to work must accompany all requests for EML. 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. *[ed. 7-16]*

P-4. If there is not a prognosis to return to work as defined above [P-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 EML leave will be extended through the earlier of: *[ed. 2-08, 7-16]*

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 P-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 EML. EML is leave with benefits but without pay, unless accrued sick or annual leave or compensatory time is used. *[ed. 7-16]*

P-6. An employee with a sick leave balance who separates from employment upon the expiration of EML 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] *[ed. 7-16]*

P-7. Health benefits will continue during an approved EML in the same manner afforded to any employee of the same classification who is actively at work. *[ed. 7-16]*

a. The employee must make arrangements to self-pay his/her share of employee and dependent benefit costs during any portion of EML that is unpaid. *[ed. 7-16]*

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 Medical Leave, and/or upon separation from employment if unable to return to work. [Refer to Disability and Retirement Plan Handbooks <http://www.uidaho.edu/human-resources/benefits>] *[ed. 7-16]*

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P-8. Employees who have been granted EML 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. *[ed. 7-16]*

P-9. During EML, 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. *[ed. 7-16]*

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 EML 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 EML and begin job separation when the medical prognosis ceases to support a return to work within EML limits. *[FSH 3910, 3920 and 3930][ed. 7-16]*

Q. LEAVE FOR PROFESSIONAL IMPROVEMENT. *[ren. 2-08, 7-15]* [\(Available to faculty with instructor rank or above, exempt employees and classified staff as described in Section Q\)](#)

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.

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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, Human Resources, 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 Human Resources for further consideration of all approvals. *[ed. 7-16]*

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #19

**3:30 p.m. - Tuesday, February 28, 2017
Paul J. Joyce Faculty-Staff Lounge & Skype for Business
Order of Business**

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #18, February 21, 2017 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

Faculty Affairs/Senate Leadership/Committee on Committees: (vote)

- **FS-17-045:** FSH 3710 – Leave Policy (Nelson)
- **FS-17-046:** FSH 1640.xx – Faculty and Staff Policy Group (Hrdlicka)

VII. Special Orders.

- Immigration (Brandt/Evans)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #18
FS-17-045, 046
Immigration Resolution

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #18, Tuesday, February 21, 2017

Present: Adekanmbi, Anderson (Mike), Anderson (Miranda), Barbour, Berven, Boschetti, Brandt, Brewick, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Donohoe, Fisher, Folwell, Godfrey (Coeur d'Alene), Ostrom (Idaho Falls), Hrdlicka, Johnson, Nicotra, Wilson, Payant, Pregitzer, Sixtos, Vella, Wiencek (w/o vote), Wright. **Absent:** Markuson, Morrison.
Guests: 9

The Chair called meeting #17 to order at 3:30. A motion (Folwell/Johnson) to approve the minutes from February 14th passed without objection.

Chair's Report: Chair Brandt sought approval of a nominating committee for the soon to be vacant Faculty Secretary position. The proposed committee would be Provost Wiencek along with Senators Jody Nicotra, Andrew Brewick, Patrick Hrdlicka and Annette Folwell. The membership of this committee was approved without objection. Chair Brandt announced that the next University Faculty Meeting would be on May 2nd at 3:00. The formal announcement for the UFM will be coming out next week after the Jazz Festival. She also announced that the group working on an immigration statement is meeting at 9:00 on Friday morning in the Joyce Lounge. Chair Brandt reminded everyone that one week from today faculty must make their "spread pay" election. If a selection is not made, they will default to standard pay. She suggested that Senators might send a reminder to this effect to their colleagues. Finally, there is still a need for a Senator to serve on BAG. This committee meets the 2nd Wednesday of the month at 1:30. Chair Brandt acknowledged that she was now reduced to begging someone to volunteer. (Note: Apparently, begging did not succeed and Chair Brandt gallantly agreed to finish this year's term on BAG).

Provost's Report: Provost Wiencek stated that he was currently in negotiation with one of the finalists for the dean of Science. He hoped that he would have some positive news regarding this search in the near future. The Provost noted that an internal search for a dean for the College of Graduate Studies has been launched and there is an ongoing search for a vice provost of Academic Initiatives. The Provost commented on the SBOE meeting last week. We had three new academic initiatives come to the Board for approval.

- Film and TV Studies
- Medical Sciences
- First year of the Law Program in Boise.

The Board unanimously approved all three of these programs.

The Provost encouraged all faculty and staff to watch the video on program prioritization shown last week at the Senate. Everyone should go to the polling tool to provide feedback. One department (English) has already provided feedback. The Provost was asked about the million-dollar deficit in the athletic department and what we were planning to do about it. The Provost noted that in his appearance at the Senate last fall, Athletic Director Spear provided data suggesting that a deficit might be on the way. The Provost stated that the athletic department

had accumulated a surplus in the past and had been given permission to draw the surplus down. This year the football program did not play in as many big money games. In addition, there is a cap on the percentage of student fees that can go to the athletic department. The Board has asked for more detail on how the university plans to account for this deficit. It is not readily apparent what impact the move to FCS will have on the budget.

FS-17-041 (UCC-17-020a) Natural Resources: Changing Name of Department. This proposal seeks to change this department name from Rangeland Ecology and Management to Rangeland Conservation. Chair Brandt recognized Professor Morgan to speak to the proposal. Professor Morgan stated that the name change is designed to increase enrollment. It was felt that the focus on conservation and wildlife habitat will attract more students.

A question asked whether the removal of the reference to ecology would narrow rather than broaden the area of study. A related question was asked about whether there used to be a program with this title. Professor Morgan did not think the name change was narrowing the area of study and did not know if this title had been used before. The proposal passed without objection.

FS-17-042 (UCC-17-034a) CALS: Secondary Teacher Certification. Chair Brandt recognized introduced Professor Meyer to discuss this change. Professor Meyer explained that there was once a major of this nature. This proposal does not bring back the major, but seeks to institute a teacher certification program within the Family and Consumer Science program. Senator Cannon suggested that there was a demand for this program, and would increase as currently employed teachers in this area retire. The proposal passed unanimously.

FS-17-043 (UCC-17-034b) Education: Teaching Minor in Literacy. This proposal seeks to include a K-12 Literacy endorsement for elementary and secondary teacher education. Senator Cannon stated that there was a strong interest in obtaining this endorsement among teachers and prospective teachers. The proposal passed unanimously.

Report on Animal Control. Chair Brandt welcomed Vice President Dan Ewart back to discuss this report on “nuisance animal management”. Vice President Ewart stated that he was reporting on the new policies related to animal control on campus. He noted that the report has taken a while to develop because of the numerous UI sites around the state. He wanted to emphasize that the policy states that if an animal is not bothering anything we will leave it alone. If an animal does become a risk to health and safety, it might be necessary to trap the animal. While we have the capacity to trap animals, the basic policy will be to let licensed contractors do the trapping. However, if the UI must trap an animal, we will then turn it over to Moscow Animal Control. The UI will not euthanize nuisance animals and will ask those we contract with to make this a last resort. Vice President Ewart stressed that there was a distinction between nuisance animals and animals involved in research. Research animals are covered under a different set of policies. An annual report on these issues will be provided and Mr. Ewart noted that he has had meetings with groups like Animal Control and the Humane Society. These groups have been instrumental in developing the new policies. Overall, he felt these discussions have helped clarify the capabilities of each organization.

Chair Brandt stated that since the new policy has been announced, it is imperative that the APM be amended. Vice President Ewart stated that these revisions were ready to go.

A Senator asked about the use of traps on campus and Mr. Ewart said that this was sometimes necessary. For example, we are currently having a problem with beavers. A question was raised about feral cats and who would make the decision about whether they constituted a risk. Mr. Ewart stated that such a determination would be made by Facilities. If there were no risks, the cats would be left alone. He did remind everyone that there was an APM that prohibited feeding of wildlife. There was some discussion of how this was enforced. It was noted that enforcement is usually pretty informal.

Final Exam Formula: Chair Brandt invited Registrar Heather Chermak and Associate Registrar Dwaine Hubbard to discuss the final exam schedule. They wondered what questions the Senate had. A Senator asked about starting exams at 7:30 in the morning. Starting this early raised questions about how well students functioned at this hour, as well as possible concerns about weather related problems at that hour in December. It was pointed out that there is research suggesting that cognitive functioning is not at its peak early in the morning.

There was a discussion of why there was a gap in the final schedule between 5-7 in the evening. The gap at that hour was apparently for dinner and would be use as a space in resolving conflicts. Several Senators suggested that if that gap was shortened or eliminated, the testing periods could start later in the morning. A Senator wondered if students with children would be affected by such a change? It was pointed out that starting at 7:30 might also produce problems for students with families. There was a general discussion of the pros and cons of having a longer exam period.

While no precise resolutions were offered, there did appear to be a widespread desire to reconsider the early morning start time by shortening the gap between 5-7.

Adjournment: The Chair thanked the Registrar's Office for considering some of the options discussed. At this point she entertained a motion (Folwell/Fisher) to adjourn at 4:25. The motion passed unanimously.

Respectfully submitted,

Don Crowley, Faculty Secretary &
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 XX
Chapter & Title: FSH 3710 Leave Policies for all Employees

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): Brandi Terwilliger September 13, 2016
 (Please see FSH 1460 C) Name Date
Telephone & Email: 885-3008 brandit@uidaho.edu

Policy Sponsor: (If different than originator.) Wes Matthews September 13, 2016
 Name Date
Telephone & Email: 885-3478 wmatthews@uidaho.edu

Reviewed by General Counsel Yes No Name & Date: Debra Ellers; August 2016

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.
 Slight revisions to clarify intent of changes from 2015 and 2016 as well as minor clerical changes and contradictions within.

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.
 These changes should have no impact on APM 55.07 and APM 55.09

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.
ASAP

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 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 2011 section R was removed and a new policy, FSH 3450, was created to address employment actions such as temporary furloughs. In 2015 and 2016 many changes were put in place to comply with federal regulation changes on family medical leave, a new section on Parenting Leave was added, and to allow employees more flexibility in leave use. Unless explicitly noted, the text is as of July 1996. Further information is available from Human Resources (208-885-3638). [ed. 7-97, 7-05, rev. 7-98, 7-02, 2-08, 7-10, 7-11, 7-15, 7-16]

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- A. General
- B. Annual Leave
- C. Sick Leave
- D. Holidays
- E. Parenting Leave
- F. Military Leave
- G. Leave for Court Required Service and Voting
- H. Leave for Campaigning for or Service in Public Office
- I. Administrative Leave
- J. Academic Transitional Leave
- K. Terminal Leave
- L. Shared Leave
- M. Family Medical Leave
- N. Service member Family and Medical Leave *[add. 2-08]*
- O. Personal Leave
- P. Extended Medical Leave
- Q. Leave for Professional Improvement
- R. Exceptions

A. GENERAL.

A-1. The University of Idaho (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 [see R below; APM 55.09, 55.07, 55.38; FSH 3120, 3720 and 6230] *[ed. 2-08, 7-10, 7-16]*

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

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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. 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. If the employee is on approved intermittent Family and Medical Leave (FML) they must report each hour missed. *[ed. 7-16]*

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

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terminal leave [K], or in some circumstances during administrative leave [I-5]. An employee typically will not be given such credit for any periods of unpaid leave. *[ed. 7-16]*

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. Attendance at work is a job requirement for all positions at the university. Excessive absenteeism can affect job performance. ~~Supervisors may set reasonable attendance standards, and the employee may be subject to disciplinary action.~~

Commented [TB(1)]: Moved from sick leave C-8 below because this is applicable to all and not specific to sick leave.

A-1314. 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-1415. 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. – (Available to UI employees listed in A-6 (a) and A-6 (b) as described in Section B)

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 ILE.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 IIF.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. *[ed. 7-16]*

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 .04625 results in 2.90 hours of accrual and may accumulate to a maximum of 192 hours. *[ed. 7-16]*

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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. [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. Documentation to support the use of sick leave may be required. *[rev. 7-16]*

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 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. *[rev. 7-16]*

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 Human Resources has approved a written request for alternative termination arrangements that are in the best interests of the university. *[ed. 7-16]*

A termination extended through the use of accrued annual leave must be approved in advance, in writing, by Human Resources and unit administrator and shall be treated as terminal leave. [J and APM 50.20]*[ed. 7-16]*

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 Human Resources. *[ed. 7-16]*

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.

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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. (Available to UI employees listed in A-6 (a) and A-6 (b) as described in Section C)

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 .04625 for each hour worked. [ed. 7-16]

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. [ed. 2-08, rev. 7-16]

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 [J]. [ed. 7-16]

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 or Serious Medical Condition of Employee. An employee's own illness, ~~or injury,~~ or child birth ~~by an employee~~ 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. [rev. 7-16]

b. Illness or Serious Medical Condition of an Immediate Family Member. When the illness, ~~or injury,~~ or ~~childbirth~~ of an immediate 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 Human Resources may approve an extension of leave for up to a total of thirty (30) days of sick leave. [ed. 7-16]

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 as provided in E. Parenting Leave. [rev. 7-16]

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hg. 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 organ donor during an approved family medical [M] or personal leave [O]. [ed. 2-08, 7-16]

~~C-8. Attendance at work is a job requirement for all positions at the university. Excessive absenteeism can affect job performance. Supervisors may set reasonable attendance standards.~~ Documentation may be required to be submitted to Human Resources to support absences. Absences that occur during an approved family medical leave [M] are exempt from these requirements. [rev. 7-16]

Commented [TB(2): Moved deleted portion from sick leave section to A-13 above, because this is applicable to all and not specific to sick leave.

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 [M-2].~~ [ed. 7-16]

C-10. An employee may be eligible for FML after three (3) consecutive days of sick leave, unpaid or other absence [M-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 a medical certification form and FML application. A failure to comply with a request to complete and return the medical certification form and 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 (see FSH 3910, 3920 and 3930). [rev. 7-16]

Commented [TB(3): Documents are required and federal law defines the time period for submitting documents.

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. (Available to UI employees listed in A-6 (a) and A-6 (b) as described in Section D)

D-1. The university is closed at least eleven (11) holidays each fiscal year. [FSH 3460 F-2] [ed. 7-16]

~~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]~~

Commented [TB(4): This would not be needed if adding eligibility under D. Heading

~~D-32.~~ 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-43.~~ 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

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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-54. 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-65. 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]* (Available to UI employees listed in A-6 (a) who also meet the specific eligibility criteria as described in Section E)

E-1. Definitions.

- a. "pParenting" is defined as the period of bonding that occurs within the first twelve (12) months of the birth, adoption or foster placement of the child in the family and ends twelve (12) months after. An employee who has given birth may be eligible for family and medical leave related to child birth disability and may continue leave followed by a period of parenting which begins at the expiration of the disability of the birth mother and/or child if applicable.
- b. 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. *[rev. 7-16]*

E-2. ~~All university employees who are eligible to receive sick leave~~ are eligible for Parenting Leave on or after (i) 180 days from their date of hire, ~~Employees must also successfully complete any applicable initial probationary period or (extension thereof) to be eligible;~~ or (ii) ~~the date of successful completion of their initial probationary period, whichever is later.~~ Eligible employees are entitled to 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. *[rev. 7-16]*

E-32. 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. *[rev. 7-16]*

E-34. Employees can choose to use a combination of accrued paid leave or unpaid leave. ~~First, employees must use accrued sick leave (see FSH 3710 M-2). However, when the combination of the employee's remaining sick leave, plus any additional accrued paid leave that may be available to the employee falls below 80 hours, then the employee may elect to use unpaid leave for parenting. However, employees must first use accrued sick leave (see FSH 3710 M-2) and then any accrued annual leave or compensatory time, provided however at such time as the employees total available leave falls below 80 hours the employee may elect to use unpaid leave for parenting. they have in excess of 80 hours before going on leave without pay.~~ *[rev. 7-16]*

Commented [TB(5)]: Added to clarify total accumulation of leave

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E-54. 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. If an employee is eligible for FMLA leave under Section M, 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. *[rev. 7-16]*

E-65. 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. *[add. 7-16]*

E-76. Upon return from Parenting Leave, employees will be assigned to their same or similar position with equivalent pay and status. *[add. 7-16]*

E-87. Leave may not be used for both foster care and adoption consecutively if foster placement leads to that adoption of the son or daughter. *[ren. 7-16]*

E-98. Alternate or reduced work schedules are addressed in FSH 3710 M-13 b. *[ren. 7-16]*

E-910. See FSH 3710 R-1 for exceptions to university leave policies. *[ren. 7-16]*

F. MILITARY LEAVE. When an employee goes on military leave it is not considered a break in service. [\(Available to all UI employees as described in Section F\)](#) *[ren. & rev. 7-16]*

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 one hundred twenty (120) hours per calendar year for active duty or military training. 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 university will pay the difference between military pay received from the U.S. or State government, but cannot duplicate pay. 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 according to the applicable plan documents. Instead of taking military leave, an employee may request annual leave on the same basis as any other vacation or other time off and if approved, retain full military pay. [APM 55.09 and 55.38] *[ed. 7-10, rev. 7-16]*

F-2. Any employee who is called to active duty and/or is required to serve more than one hundred twenty (120) hours 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. *[ed. 7-16]*

F-3. 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. *[rev. 7-16]*

F-4. Military leave beyond the first one hundred twenty (120) hours 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 based on the university's current Summary Plan Document at the time of reinstatement: contact Benefit Services. [\[ren. 7-16\]](#)

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F-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. *[rev. & ren. 7-16]*

F-6. Upon reinstatement to active university employment, the employee's health plan will resume as if their employment had not been interrupted. *[ren. & rev. 7-16]*

F-7. 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. *[ren. 7-16]*

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-8. Retirement benefit contributions are suspended while the employee is on unpaid military leave when the one hundred twenty (120) hours per F-1 have been exceeded. Upon reinstatement to active university employment after military leave, reenrollment in the retirement plan will be accomplished in accordance with the plan documents. *[ren. & rev. 7-16]*

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-9. 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. *[ren. 7-16]*

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G. LEAVE FOR COURT REQUIRED SERVICE AND VOTING. *[ren. 7-16] (Available to all UI employees as described in Section G)*

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 G-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, 7-16]*

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. 7-16] (Available to UI employees as described in Section H)*

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. 7-16] (Available to all UI employees as described in Section I)*

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 (K) and academic transitional leave (J) are not considered administrative leave.) *[ed. 7-16]*

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; FSH 3470 B] *[ed. 7-10, 7-16]*

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.

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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.

I-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:

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.

- a. (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.
- b. Classified – enter hours not worked due to closure under the Administrative Leave code, up to 8 hours.
- c. Exempt & Faculty – enter hours not worked, if over 4, due to closure under the Administrative Leave code, up to 8 hours. *[add. 7-16]*

J. ACADEMIC TRANSITIONAL LEAVE. *[ren. 7-16] (Available to all UI employees as described in Section J)*

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 Human Resources. *[ed. 7-16]*

K. TERMINAL LEAVE. *(Available to all UI employees as described in Section K) [ren. 7-16]*

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. 7-16] (Available to employees listed in A-6 (a) subject to specific eligibility criteria described in Section L)*

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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. If an employee is only eligible for benefits under the Patient Protection and Affordable Care Act (PPACA) they do not qualify for shared leave. *[rev. 7-15, 7-16]*

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. *[rev. 7-16]*

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 use all other available leave such as sick leave, annual leave, and compensatory time to qualify for shared leave. If an employee receives shared leave during the first year of their employment with the university, and does not return to active service for at least thirty days after completion of their leave, they may be expected to repay the compensation they received, unless this requirement is waived by the president, or his/her designee. *[rev. 7-16]*

c. Disability Income. To be eligible for shared leave for the employee's own medical condition that is expected to last longer than thirty days, employees must first apply for wage replacement benefits that may be available through 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. *[rev. 7-16]*

L-3. Donating Annual Leave to Shared Leave Pool. *[ed. 7-16]*

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. 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 (see conversion below in L-5 b).~~ ~~No leave donation in excess of the recipient's shared leave needs will be taken.~~

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~~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. [ren. 7-16]~~

c. Leave donations may be made in any amount of not less than ½-hour (.50) increments. [ren. 7-16]

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).~~ 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, ren. 7-16]

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 granted will be prorated based on employee's FTE. [ren. 7-16]

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. [add. 7-16]

c. Shared leave requests are reviewed and granted by Benefit Services 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 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. Human Resources will respond to appeals within thirty (30) days. [ren. & ed. 7-16]

L-5. Funding and Conversion.

a. Funding for a full year of base salary is provided for most positions. A department typically has received funding for the duration of the employee's full appointment. If an employee is absent without pay, the department 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 during leave from shared leave donations. [ren. & rev. 7-16]

b. Conversion for donations. Hours donated by an employee 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. Direct donations 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. [add. 7-16]

M. FAMILY MEDICAL LEAVE. [ren. 7-15] (Available to all UI employees subject to specific eligibility criteria described in Section M)

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, ed. 7-16]

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

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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. *[add. 7-15, rev. 7-16]*

M-2. Family medical leave and/or service member family medical leave is generally leave without pay. However, see Section E above for specialized provisions in the case of parenting leave. ~~In addition, when the absence is not for parenting but~~ also qualifies for the use of sick leave, if available, employees may choose to use any combination of paid leave before going on leave without pay to reduce their total balance to 80 hours, 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. Employees may choose to use any combination of compensatory time or annual leave before going on leave without pay to reduce their total balance to 80 hours. *[rev. 2-08, 7-16]*

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. *[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).

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6. "parenting" is defined as the period of bonding that occurs within the first twelve (12) months of the birth, adoption or foster placement of the child in the family and ends twelve (12) months after. An employee who has given birth may be eligible for family and medical leave related to child birth disability and may continue leave followed by a period of parenting which begins at the expiration of the disability of the birth mother and/or child if applicable. See Parenting Leave E for non-PMLA parenting leave.

Commented [TB(6)]: Moved Definition to parenting leave section

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 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.

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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 Human Resources. 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.~~

Commented [TB(7)]: This statement was removed in the submitted version (for President approval) – It is no longer applicable

N. SERVICE MEMBER FAMILY AND MEDICAL LEAVE. The federal Family and Medical Leave Act (FMLA) now entitles eligible employees to take leave for covered family members' 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, 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.

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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.

1. 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. *[add. 7-16]*

N-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. *[rev. 7-16]*

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:

1. 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

2. 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

3. 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

4. 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. *[add. 7-16]*

N-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.

O. PERSONAL LEAVE. *[ren. 2-08, 7-15]* *(Available to UI employees listed in A-6 (a) and A-6 (b) as described in Section O)*

O-1. Any employee not covered by another university leave type within this policy may request a personal leave of absence.

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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 MEDICAL LEAVE. *[ren. 2-08, 7-15, ed. 7-16] (Available to all UI employees subject to specific eligibility criteria described in Section P)*

P-1. Extended medical leave (EML) extends job protection and health benefits beyond the expiration of family medical leave. EML is intended for the following: *[ed. 7-16]*

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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. EML and other options for an employee's return to work following an approved family medical leave must be coordinated and approved through Benefit Services, in consultation with the supervisor, and are granted at the discretion of the university, but are not guaranteed. EML may not exceed a total absence period of twelve (12) consecutive months. *[ed. 2-08, rev. 7-16]*

P-3. Acceptable medical certification and/or other documentation to support a prognosis for return to work must accompany all requests for EML. 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. *[ed. 7-16]*

P-4. If there is not a prognosis to return to work as defined above [P-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 EML leave will be extended through the earlier of: *[ed. 2-08, 7-16]*

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 P-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 EML. EML is leave with benefits but without pay, unless accrued sick or annual leave or compensatory time is used. *[ed. 7-16]*

P-6. An employee with a sick leave balance who separates from employment upon the expiration of EML 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] *[ed. 7-16]*

P-7. Health benefits will continue during an approved EML in the same manner afforded to any employee of the same classification who is actively at work. *[ed. 7-16]*

a. The employee must make arrangements to self-pay his/her share of employee and dependent benefit costs during any portion of EML that is unpaid. *[ed. 7-16]*

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 Medical Leave, and/or upon separation from employment if unable to return to work. [Refer to Disability and Retirement Plan Handbooks <http://www.uidaho.edu/human-resources/benefits>] *[ed. 7-16]*

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P-8. Employees who have been granted EML 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. *[ed. 7-16]*

P-9. During EML, 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. *[ed. 7-16]*

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 EML 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 EML and begin job separation when the medical prognosis ceases to support a return to work within EML limits. *[FSH 3910, 3920 and 3930][ed. 7-16]*

Q. LEAVE FOR PROFESSIONAL IMPROVEMENT. *[ren. 2-08, 7-15]* [\(Available to faculty with instructor rank or above, exempt employees and classified staff as described in Section Q\)](#)

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.

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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, Human Resources, 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 Human Resources for further consideration of all approvals. *[ed. 7-16]*

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 1640.XX- Faculty/Staff Policy Group

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): Senate Leadership, Liz Brandt Chair
 (Please see FSH 1460 C) Name _____ Date _____
Telephone & Email: ebrandt@uidaho.edu

Policy Sponsor: (If different than originator.) _____
 Name _____ Date _____
Telephone & Email: _____

Reviewed by General Counsel Yes No Name & Date: **Kent E. Nelson 2/21/17**
 Staff Council approved Jan. 11th, edits approved.
 Faculty Affairs approved, Brian Ellison Chair, bellison@uidaho.edu on Jan. 30, edit approved.
 Committee on Committees approved. Feb. 8th.

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.

A new senate committee to provide a better working communication between Staff Affairs and Faculty Affairs on mutually related policies that affect each, as well as provide a forum to work out last second compromises before a policy proceeds to Senate.

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. FSH 1640.42 – Faculty Affairs

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: _____ Staff Council Jan. 11 with edits _____

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]

FSH 1640.??

FACULTY AND STAFF POLICY GROUP (FSPG)

[created???

A. FUNCTION.

A-1. To review non-academic policies and procedures (other than minor amendments, see FSH 1460 B-2) that affect both faculty and staff and that reside in the *Faculty-Staff Handbook* and/or *Administrative Procedures Manual*.

A-2. To ensure that both Faculty Affairs and Staff Council are informed, the chair of FSPG will communicate regularly with the chairs of Faculty Affairs and Staff Leadership.

A-3. To address and possibly resolve any perceived problems before forwarding proposed policies and procedures to Faculty Senate, the committee is encouraged to seek assistance from, or request meetings with the policy sponsor (see FSH 1460 B-6), general counsel, or others as necessary.

B. STRUCTURE. Three faculty, three staff, and the Faculty Secretary/Policy Coordinator, or his/her designee . A broad representation of faculty and staff across the university is expected and who are seen as leaders among their peers. A current member of Faculty Affairs and Staff Council is desirable, if possible. The chair of this committee will be selected from one of the six voting members.

1640.42

FACULTY AFFAIRS COMMITTEE (FAC)

A. FUNCTION.

A-1. To conduct a continuing study of salaries, professional problems, welfare, retirement options and benefits (including 403b plans), and working conditions of faculty members.

A-2. To call the attention of the Faculty Senate or the president, as appropriate, to matters concerning faculty affairs in any college or other unit that the committee believes should be of concern. *[ed. 7-09]*

A-3. To serve as a “court of first point of first contact involving questions of instance” in matters of dispute involving the interpretation and application of policies affecting the welfare of faculty members, e.g. such as promotion and tenure.

~~**A-4.** To cooperate and make joint recommendations with the Staff Affairs Committee for the solution of problems common to the faculty and the staff.~~

B. STRUCTURE. Nine faculty members, not more than two of whom are departmental administrators (administrators above the departmental level are not eligible for membership on this committee).

The University of Idaho issued a statement of support to its noncitizen students faculty and staff on January 30, 2017. To effectuate this statement of support and ensure the University of Idaho is a safe and welcoming environment for our entire UI community regardless of citizenship the University of Idaho Faculty Senate hereby reaffirms and urges the University Administration to reaffirm the following principles:

1. The University of Idaho welcomes all members of its community, including those born abroad. We remain committed to the core values of inclusion and diversity from which we have always drawn great strength and to respecting the dignity of each individual—regardless of race, color, religion, national origin, sex, sexual orientation, gender identity/expression, age, disability or veteran status. Faculty Staff Handbook 3200
2. The University is dedicated to providing all students with access to higher education. That unqualified support extends to our foreign-born students as well. FSH 3200 and 4330
3. A safe and welcoming environment for students, faculty and staff and their families on campus facilitates the physical safety and emotional well-being that is essential to a student's ability to achieve academically and to an employee's ability to succeed at their job. FSH 3170.
4. To ensure that our University campus is safe and welcoming for all members of the UI community, we must adopt policies that protect student's information and integrity on campus in accordance with local, state, and federal law. FSH 2600.

To fulfill the principles above, the University of Idaho Faculty Senate urges the University Administration to affirm and adopt~~affirms and/or will seek to adopt~~ the following policies:

1. The University will continue to admit students consistent with its nondiscrimination policies so that undocumented students will be considered for admission under the same criteria as U.S. citizens or lawful permanent residents.
2. With the exception of the mandatory reporting requirements within the Student and Exchange Visitor Program (SEVP) and other visas, all requests by immigration officials and other law enforcement agents for information regarding students or their families will be directed to the Office of General Counsel.
3. Consistent with the protections of educational records under federal law, No confidential student records or employment files will be released to federal immigration enforcement officials without a valid judicial warrant, subpoena or court order, unless authorized by the student or required by law. This includes, but is not limited to, immigration status, citizenship status, place of birth, or other personally identifiable information of any student.¹ Students will be notified of any subpoena prior to complying with the order and disclosing information unless otherwise required by law.²
- 3.4. Consistent with existing policy, no confidential employment records for faculty or staff will be released to immigration officials or other law enforcement without a subpoena or other court order. FSH 3170 B.4

¹ This policy is a reaffirmation of the requirements already set forth in the Family Education Rights and Privacy Act (FERPA). 20 U.S.C. § 1232g.

² See 20 U.S.C. § 1232g(b)(1)(J)

- ~~4.5.~~ The University will not voluntarily grant access to property owned and controlled by the University to federal immigration officials for enforcement purposes unless required by judicial order.³
- ~~5.6.~~ In order to encourage cooperation between members of the UI Community and campus security in maintaining a safe environment on campus, campus security will not stop and investigate a student or a faculty or staff member based on ~~his or her~~ suspected immigration status, and campus security will not document an individual's immigration status in their records.
- ~~6.7.~~ Further, campus security will not undertake joint efforts with local, state or federal law enforcement agencies to investigate an individual for violations of federal immigration law. This includes campus security not ~~detaining individuals or~~ assisting immigration agents or local law officials in arrests of members of the UI community based on civil immigration violations and administrative warrants.⁴
- ~~7.8.~~ The University will not cooperate with any federal effort to create a registry of individuals based on any protected characteristics such as religion, national origin, race, or sexual orientation.

In addition to affirming and adopting the principles and policies above, the Faculty Senate supports the following investments-implementation steps to meet the growing demands and concerns of noncitizen students, faculty, and staff on campus:

1. Seeking to limit the type of information that the University considers “directory information” which could be disclosed without a student’s consent.
2. Training students on their rights to restrict access to their personal information under FERPA as well as its exceptions and allowing them to make changes to the information they choose to restrict.
3. Ensuring that all faculty, staff, administrators, and other employees will be trained on how to respond to requests for information from immigration officials consistent with this policy and FERPA.
4. Making available to members of the UI community information on the areas of campus that are not open to the public, including classrooms during scheduled class time and dorm rooms, and would therefore require judicial warrants for law enforcement to access. Mapping the restricted areas of the campus and sharing that information with students to ensure the fullest protection of students’ privacy and clear boundaries for the purposes of current immigration policy which directs officers not to enforce immigration law on school property absent emergency circumstances.
5. Preparing an implementation plan defining partnerships with community organizations and training and support for campus employees to ensure rapid response and effective coordination and report back to the Faculty Senate.
6. Assigning an administrative office the responsibility for counseling noncitizen faculty, staff and students on their educational, employment, psychological, and legal situations.

³ This policy does not interfere with any mandatory on-site visits by Student and Exchange Visitor Program (SEVP) officials regarding initial certification or re-certification of the College/University to enroll foreign exchange. 22 C.F.R. § 62.

⁴ This policy ~~reflects~~affirms the voluntary nature of entering into agreements with federal immigration enforcement as set forth in the Immigration and Nationality Act. 8 U.S.C. § 1357(g)(9).

7. Ensuing that all faculty, staff, administrators, and other employees will be trained on how to implement this policy and rights pertaining to noncitizens~~s~~[students](#).

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #18

**3:30 p.m. - Tuesday, February 21, 2017
Paul J. Joyce Faculty-Staff Lounge & Skype for Business
Order of Business**

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #17, February 14, 2017 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

University Curriculum Committee

- **FS-17-041** (UCC-17-020a) Natural Resources: Rangeland Ecology and Management to Rangeland Conservation (Launchbaugh)
- **FS-17-042** (UCC-17-034a) CALS: FCS & C&I - Career & Technical Education secondary teacher certification (Cannon/Meyer)
- **FS-17-043** (UCC-17-034b) Education: C&I Secondary Education – Literacy (teaching minor) (Raney)

VII. Special Orders.

- Animal Control Report (Ewart)
- Final Exam Formula (Chermak)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #17
FS-17-031 through 043

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #17, Tuesday, February 14, 2017

Present: Anderson (Mike), Barbour, Berven, Boschetti, Brandt, Brewick, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Folwell, Godfrey (Coeur d'Alene), Ostrom (Idaho Falls), Hrdlicka, Johnson, Markuson, Morrison, Nicotra, Wilson, Payant, Vella, Wiencek (w/o vote), Wright. **Absent** Adekanmbi, Anderson (Miranda), Donohoe, Fisher, Wilson, Pregitzer, Sixtos **Guests:** 12

The Chair called meeting #17 to order at 3:30. A motion (Folwell/Berven) to approve the minutes from February 7th passed without objection.

Chair's Report: Chair Brandt announced that in the last few minutes an email had been sent regarding program prioritization. The email contains a link that would allow those at remote sites to follow the video on program prioritization that will be shown later in the meeting. Chair Brandt stated that she would dispense with a Chair's report in order to preserve time for the Provost's presentation of the Program Prioritization Plan.

Provost's Report: Provost Wiencek stated that the Institutional Planning and Effectiveness Committee had been working hard to get the video on the prioritization plan out to the Senate today. He thanked Chair Brandt and Senator Nicotra for their help. He observed that there were many things going on at the university, but unless there were questions he would defer further comments in order to save sufficient time to discuss the prioritization plan.

FS-17-037 (UCC-17-022a) Education: College name change to "College of Education, Health and Human Sciences". Chair Brandt introduced Dean Carr-Chellman to discuss the reasons for the name change. Dean Carr-Chellman stated that the college has been having a discussion of a possible name change for years. The current title does not sufficiently capture the range of courses and research activities going on in the college. More than half of those in the college were not involved with the teacher preparation traditionally associated with a College of Education. In particular, she noted that many of their program areas (like Movement Sciences) have health as a primary concern. There is also a strong interest in nonformal and informal learning which better aligns with the idea of human sciences. While no proposed new name was able to obtain unanimous support, this one achieved the greatest consensus. The proposed name follows national trends for colleges that have a broad portfolio. She suggested that faculty and student recruitment as well as the ability to pursue research grants should be enhanced by this name change. The new name also comes much closer to representing the activities actually going on in the college.

A Senator asked whether the name change reflected any curricula changes that might affect the offerings of other colleges. Dean Carr-Chellman stated that they were not making broad curricula changes. They simply wanted to better reflect the activities of the college. A Senator wondered whether it was typical for Colleges of Education to include areas like Movement Sciences. The dean stated that this was increasingly part of a national trend. While teacher preparation has been declining, Colleges of Education have tended to diversify. A Senator suggested that perhaps the term "human sciences" was overly broad and captured things that should not be included in the college. The dean noted that Ohio State University had adopted the title "College of Education and Human Ecology." This term seemed too broad to the dean. She emphasized that the proposed name change was an attempt to capture the broad activities of the college, but was not an attempt to take in a new portfolio of courses. After more discussion regarding the name change and whether students would know where to look in a catalog, or whether excessive overlap with other colleges was being created, the proposal was brought to a vote. The name change passed 15-2-3.

FS-17-038 (UCC-17-022b) Education: Movement Sciences—Athletic Leadership Certificate. Chair Brandt invited Professors Philip Scruggs and Sharon Stoll to speak to this proposal. The purpose of the proposal is to

create a certificate that provides recognition of a curriculum focused on preparing leadership qualities for those who participate in athletic or recreation administration. Professor Stoll suggested that this certificate will help prepare students for leadership in the field of athletics. A Senator asked about the inclusion of ISEM courses in the certificate. While Professor Stoll taught some of these ISEM's, the proposal does not require a student to take the specific ISEM that she is teaching. The proposal passed without objection.

FS-17-039 (UCC-17-022c) Education: Movement Sciences-Degree name change from Recreation to a BS in Recreation, Sport, and Tourism Management. The department felt the proposed name better reflected the content offered in the curriculum. Professor Scruggs also stated that the proposed name change came about from a recent external review. A Senator wondered how this new degree aligns with the new name for the college. Professor Scruggs stated that the proposed degree did align because it reflected the concern with health and well-being. There was also a question about the use of the term "management." Are there courses on management offered in the curriculum? Professor Scruggs responded that there were several courses in the curriculum that focused on management. It was also noted that this degree was aimed at preparing students for mid-level management positions in recreation, sport, and tourism. A question was raised about whether the College of Natural Resources still taught courses on recreation and tourism. It was noted that CNR no longer offered this degree. The proposal passed unanimously.

FS-17-040 (UCC-17-006) Education: Curriculum & Instruction-new emphasis area for M.Ed. Professor Allen Kitchel was introduced to address this proposal. This proposal adds an emphasis to the M.A. for teacher certification. The program is designed for those who already have an existing content degree. The proposal passed unanimously.

Program Prioritization. Provost Wiencek introduced a presentation on program prioritization by noting that this process was aimed at solidifying how the university would satisfy the SBOE's requirement for program prioritization. He noted that the UI had engaged in program prioritization several times before. When he began as Provost the university had just completed a prioritization process termed Focus For the Future (FFF). Last year at the Senate he reviewed the process and results of the FFF. The Provost stated that then President Don Burnett had captured the underlying philosophy by stating that vacant positions should be captured and reallocated to high priority programs. He noted that at that time the focus was on faculty positions and that all positions should be part of this process.

Provost Wiencek explained that the SBOE expected program prioritization should be an ongoing process. As part of the new strategic plan, an Institutional Planning and Effectiveness Committee was created. President Staben communicated that program prioritization should be an important part of implementing the strategic plan. The Provost noted that one of the consistent concerns that he had heard about past attempts at program prioritization was that there was not a lot of "buy-in" to the process and the criteria for doing the evaluation was not always clear. This time groups of faculty and staff have been working on putting the criteria together. In order to get greater input on these criteria, they have put together a voice over PowerPoint describing the criteria. This should help communicate the proposed criteria and enable the campus community to provide feedback. This feedback can be provided in various ways. A polling tool (Sli-Do) will be used to help collect this feedback.

The Provost noted that the groups that created the criteria had a decision-making rule that 80% of the group had to agree to a particular criterion. He expected that there would be concerns and criticisms. These comments would be used to improve the criteria. However, by the end of the semester we would have to agree on what criteria to use. Every year the criteria would be re-evaluated.

The video was shown to the Faculty Senate and is provided here. It will require you to log-in as an employee. <https://www.uidaho.edu/provost/program-prioritization-ppp?destination=/provost/program-prioritization-ppp/program-prioritization.aspx>. Those at off-campus sites were sent the slides by email so they could follow the presentation. All faculty and staff are strongly encouraged to view this video. March 8th has been

established as a deadline for feedback. IPEC will review the feedback and make any necessary changes towards the goal of President Staben approving the final product by the beginning of April.

After the Senate watched the video, the Provost noted that the website would have supporting documents to help explain how the criteria will be weighted and measured.

The following questions were asked of the Provost:

- *Given that one of the proposed measures of “external demand” was the Bureau of Labor statistics, wouldn’t some academic areas match up more easily with job categories than others? For instance, a Philosophy or English major might qualify for many jobs, but the BLS would not necessarily list the job that way.* The Provost encouraged departments and individuals to address this and similar concerns in their comments.
- *Where did this structure come from?* The Provost stated that when Bob Dixon was President at the University of Northern Colorado, he put together a similar process to help guide them through an economic downturn. He has since put the process into a book. His idea was to create a process that allowed them to identify the higher performing programs and the struggling programs. By putting the programs into quintiles, it allowed them to evaluate what programs they wanted to emphasize and which programs would need to be eliminated, or restructured. The Provost clarified that we would be focusing on departments and not individual programs.
- *Can a department that ends up in the bottom quintile be a high priority?* The Provost felt this could happen. A department in the bottom quintile would be asked to propose to UBFC how they could reorganize to become a higher performing department.
- *Would this process depress those in the lowest quintile into a declining path from which they could not recover?* The Provost stated that there were exceptions and that departments could appeal by demonstrating that they are needed across the university. If we begin to see that negative consequences are occurring, they can be adjusted.
- The Vice Chair suggested that the Senate consider expanding UBFC so it can better perform the role suggested by this process. He further wondered whether the workgroups had been looking at hypothetical scenarios. For instance, could a dean invest a position from a 2nd quintile program into a 1st quintile program and thus leave the 2nd quintile in a worse position. The Provost noted that deans could do that now.
- A Senator worried that the process might be structured in such a way that certain departments could never get a high score. The Provost emphasized that this process would be structured by the faculty/staff and that the process would be transparent. A department will know what they need to do in order to improve. He also noted that if we are able to grow enrollment, many of the possible consequences will be minimized. We should recognize that the typical turnover in any year is about 10%. Thus, the resources being allocated will be in the range of 2-3%.
- *A Senator asked whether some departments would be protected?* The Provost stated that he would expect that some departments would be considered so central to the university that they would probably not be allowed to go away. Lower performing departments would lose positions, but be asked to make proposals to improve.

Adjournment: The Chair encouraged everyone to study the proposed criteria and become engaged by providing feedback before the process is finalized. Given that it was now 5 pm, the Chair entertained a motion to adjourn. The motion (Brewick/Chung) to adjourn passed unanimously at 5:01.

Respectfully submitted,

Don Crowley, Faculty Secretary
& Secretary to the Faculty Senate

**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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	Natural Resources		
Department/Unit:	Forest, Rangeland, and Fire Sciences		
Dept/Unit Approval Date:	30-Sep-16 (REM Faculty); 17-Oct-16 (FRFS Dept.)	Vote Record:	Unanimous
College Approval Date:	10/24/2016	Vote Record:	Unanimous
CIP code (Consult Institutional Research):	01.1106		
Primary Point of Contact (Name and Email):	Karen Launchbaugh, klaunchb@uidaho.edu		

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

We believe the new name will be more attractive to a wider audience of students. This is subtle change, but we believe the term "conservation" will more clearly reflect a greater emphasis on restoration and wildlife habitat that we are incorporating into recruiting and advising for this degree. In addition, interviews with students on campus clearly show that students relate "Rangeland Management" to livestock management which is only a small part of the degree. We do not wish to remove the term "rangeland" from the degree name because it will negate our accreditation with the Society for Range Management and compromise the ability of students to secure jobs as Range Management Specialists with the federal government.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	Rangeland Ecology and Management
New Name:	Rangeland Conservation
Current Degree:	B.S.Rangeland Ecol.-Mgt.
New Degree:	B.S.Rangeland Conserv.

Other Details:	
Effective Date:	Summer 2017

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:		Modify:		Discontinue:		Implementation Date:	Summer 2017
Graduate Level:		Undergraduate Level:		Law Level:		Credit Requirement:	
Are new courses being created:		No	Yes	If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:		Degree:	
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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:
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
3.	How will you ensure that the assessment findings will be used to improve the program?
4.	What direct and indirect measures will be used to assess student learning?

5. When will assessment activities occur and at what frequency?

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	
Brief Description of financial impact:		

Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is 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 2017		
Date Received by the Office of the Provost and Executive Vice President:	17 Nov 2016		
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	11/17/16		
UCC Item Number:	UCC-17-020a		
UCC Approval Date:	02/13/17	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:			

**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
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Submission Information

This section must be completed

College:	College of Agricultural and Life Sciences & College of Education		
Department/Unit:	Margaret Ritchie School of Family and Consumer Sciences, Department of Curriculum & Instruction		
Dept/Unit Approval Date:	FCS approved on 10/19/2016 C&I approved on 11/11/2016	Vote Record:	FCS: yes 13 no 0 C&I: yes 21 no 0
College Approval Date:	CALS approved on 11/01/2016 COE approved on 12/9/16 CCC: approved 11/30/16 TECC: approved 12/1/16	Vote Record:	CALS: yes 8 no 0 COE: Unanimous (no roll call taken) CCC: 13-0 TECC: 14-0
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Dr. John Cannon, C&I Dr. Sonya Meyer, FCS	johnc@uidaho.edu sonyam@uidaho.edu	

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

- **This proposal seeks to reinstate the University of Idaho's Family and Consumer Sciences (FCS) Secondary Teacher Certification. This will be a collaborative effort between the UI's Department of Curriculum and Instruction in the College of Education and the School of Family and Consumer Sciences in the College of Agricultural and Life Sciences.**
- **Idaho has a documented shortage of secondary FCS teachers. For the 2016-17 school year, 32 positions saw movement. Of these, nine were not filled due to the lack of qualified applicants. FCS programs risked being closed if a qualified instructor is not hired. With the number of careers in FCS, it is important that secondary FCS programs have a qualified instructor to prepare students with the college and career ready skills necessary for successful entry into FCS.**
- **46% of current FCS secondary teachers have between 16 and 30 years of experience, which means that over the next decade there will be a significant amount of turnover through retirements. Most FCS teachers are older professionals who did not become teachers until later in their careers.**
- **Funding for the proposed reinstatement of FCS teacher certification at the UI will come from the Idaho Division of CTE's Teacher Preparation Grant. No new personnel resources will be needed to implement the program. Current CTE and FCS faculty have capacity to advise additional students seeking the FCS teacher certification and endorsement.**

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:		Discontinue:		Implementation Date:	Fall 2017
Graduate Level:		Undergraduate Level:		X Law Level:		Credit Requirement:	34-49 offered through COE (includes 10-14 credits for FCS teaching internship) 30 FCS Core Course Credits offered through School of FCS
Are new courses being created:	No	Yes	<input checked="" type="checkbox"/>	If yes, how many courses will be created:			1, FCS 236 which is open to not only FCS teacher certification candidates, but to all FCS majors.

If the request is for an option or emphasis enter the associated major and degree:

Major:	Career and Technical Education	Degree:	B.S.Ed.
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Enter the name of the program component in the appropriate row:

Option:	Family and Consumer Sciences
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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: At the conclusion of the FCS teacher certification required courses, the student will be able to: <ol style="list-style-type: none"> Obtain a recommendation for an Idaho Standard Secondary Certificate with Family and Consumer Sciences endorsement; Manage a comprehensive secondary FCS program; Create an engaging learning environment for secondary FCS students; Advise a secondary Family, Career and Community Leaders of America chapter; and Collaborate with community, business, and industry stakeholders through an active FCS advisory committee.
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component: Each required course for the FCS teaching endorsement will have signature assignments aligned with teacher preparation standards. Rubrics aligned with the standards will be used to assess signature assignments. The online site TaskStream will be used to collect signature assignment data. FCS teaching candidates will also be required to pass the FCS Praxis in order for the UI to recommend the endorsement.
3.	How will you ensure that the assessment findings will be used to improve the program?

FCS and College of Education faculty will use TaskStream to analyze assessment data. The data will be used for continuous program improvement.

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

Direct Measures:

- Assessment of signature assignments through the TaskStream system
- Completion of the required FCS certification courses
- A passing score on the UI EdTPA
- A passing score on the FCS Praxis standardized examination
- Issuance of an Idaho Standard Secondary Certificate with FCS endorsement
- Course grades

Indirect Measures

- Classroom and Laboratory Observations by UI teacher educators
- Secondary school administrators' observations of UI prepared secondary FCS teacher
- Focus group surveys
- Alumni surveys
- Student evaluation of FCS certification courses

5. When will assessment activities occur and at what frequency?

Course assessments will be conducted throughout each required FCS certification course. Assessment data will be evaluated each year through an annual CTE teacher education faculty retreat.

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	<input checked="" type="checkbox"/>
Brief Description of financial impact:	<p>Except for one new course, all other courses are currently being offered and have capacity for additional enrollments. FCS and C&I faculty members have the capacity to advise students seeking the FCS teaching endorsement. The CTE program in C&I receives a grant from the Idaho Division of CTE which is used to support CTE teacher preparation programs and courses. At this time, no additional funding will be requested from CALS or COE. We anticipate that this program will provide additional student enrollments for both CALS and COE.</p>	

Distance Education Availability

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- (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*	<input checked="" type="checkbox"/>	No	
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*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	X
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Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene	X		
Boise*	X		
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.

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Office of the Registrar Information

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	2-3-17		
UCC Item Number:	UCC-17-034a		
UCC Approval Date:	02/13/17	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:			

D. Family and Consumer Science Option

CTE 420 Evaluation in Professional-Technical Education	3 cr
CTE 426 Occupational Analysis and Curriculum Development	3 cr
FCS 105 Individual and Family Development	3 cr
FCS 123 Textiles	3 cr
FCS 205 Concepts in Human Nutrition	3 cr
FCS 251 Survey of FCS Professions	1 cr
FCS 234 Infancy and Early Childhood	3 cr
FCS 236 Early Childhood Laboratory Experience	3 cr
FCS 270 Intermediate Foods	3 cr
FCS 275 Experimental Foods	2 cr
One of the following (3 cr)	
FCS 340 Parent-Child Relationships in Family and Community	3 cr
FCS 445 Issues in Work and Family Life	3 cr

One of the following (3-4 cr)

FCS 346 Personal and Family Finance and Management	4 cr
FCS 448 Consumer Economic Issues	3 cr
FCS 428 Housing America's Families	3 cr

One of the following (3-4 cr)

AGED 452 Methods of Teaching Agriculture	4 cr
CTE 472 Teaching and Learning in Occupation Education	3 cr
FCS 461 Methods Strategies in FCS Education	3 cr

One of the following (10-14 cr)

AGED 498 Internship	cr arr
CTE 484 Internship in Career and Technical Education Teaching	1-10 cr

Courses to total 120 credits for this degree

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM Short Form

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Submission Information

This section must be completed

College:	Education		
Department/Unit:	Curriculum & Instruction		
Dept/Unit Approval Date:	November 11, 2016	Vote Record:	Aye: 17 Nay: 0 Abstain: 0
College Approval Date:	CCC: 11/30/16 TECC: 12/1/16 CoE: 12/9/16	Vote Record:	Aye: 12 Nay: 0 Abstain: 0 Aye: 11 Nay: 0 Abstain: 0 Aye: 45 Nay: 0 Abstain: 0
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Taylor Raney tcraney@uidaho.edu		

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

The Curriculum & Instruction Department seeks to include the option to add a K-12 Literacy endorsement to options available to elementary and secondary teacher education candidates. Elementary candidates are currently required to seek a teaching endorsement in addition to the "All Subjects K/8" requirement. Surveys of current candidates have indicated a strong interest in a literacy program. It will provide prospective teachers a strong base for understanding how to support students in development of literacy in all grades K-12.

Initial approval will also be sought through the Idaho Professional Standards Commission and Idaho State Board of Education. Upon conditional approval, the program will enroll and matriculate students for three years prior to application for full approval through those entities. Ongoing assessment will be completed in tandem with assessment of all current teacher endorsement programs, through analysis of evidence against the Idaho Standards for Initial Certification of Professional School Personnel. Additionally, the Idaho Professional Standards Commission will thoroughly review the program and recommend approval to the Idaho State Board of Education in an ongoing seven-year rotation.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
---------------	--

New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	<input type="checkbox"/> No	<input type="checkbox"/> Yes	If yes, how many courses will be created:				

If the request is for an option or emphasis enter the associated major and degree:

Major:	Secondary Education	Degree:	B.S.Ed.
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	Literacy (teaching minor)

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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: See attached
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component: Assessment of this program will fall under the processes used to evaluate all other teaching emphases. Data are collected through an online information management system and used in program, department, and college meetings to make determinations regarding potential changes. The attached candidate learning outcomes are the driving factor in assessment and ongoing improvement. Signature assignments are employed in order to identify opportunities for improvement across the program. Each signature assignment is tagged with standards for which it is intended to demonstrate evidence for meeting. Rubrics for each signature assignment are detailed in syllabi and used across section of the courses.
3.	How will you ensure that the assessment findings will be used to improve the program?

National (Council for Accreditation of Educator Preparation) and state (Idaho State Board of Education) accrediting bodies require evidence of employment of assessment findings in program improvement. The Department of Curriculum and Instruction employs an ongoing improvement process that compels faculty to employ assessment findings in any potential revisions to programs. The Literacy teaching minor program will become a part of the regular review process already in place for the other programs leading to recommendation for teacher certification/endorsement.	
4.	What direct and indirect measures will be used to assess student learning? Candidates for this proposed strand within the existing C&I program will be assessed using a variety of methods, including assignments such as lesson plan creation and analysis of K-12 student work. Additionally, demonstration of competency in teaching the material to K-12 students is required. Candidates deliver literacy instruction to students in practicum settings, allowing program faculty to evaluate learning of the material and abilities to deliver it effectively.
5.	When will assessment activities occur and at what frequency? Assessment activities for teaching minors are ongoing, including annual evaluation by faculty and consideration every seven years by the above-mentioned accrediting bodies. Programs leading to recommendation for initial certification/endorsement at the University of Idaho College of Education are up for accreditation consideration during the 2020-21 academic year.

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	x
Brief Description of financial impact:	No new courses or sections are necessary to create in order to offer this teaching endorsement.	

Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is 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 Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1-19-17		
UCC Item Number:	UCC-17-034c		
UCC Approval Date:	2/13/17	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:			

22-Credit (K-12) Literacy Teaching Minor (22 cr)

Twenty (22) semester credit hours in the area of literacy:

EDCI 320	Teaching Reading and Literacy	3 cr
EDCI 448/	Introduction to ENL	3 cr
EDCI 548		
EDCI 449/	ENL Methods	3 cr
EDCI 549		
ENGL 241	Introduction to the Study of Language	3 cr
EDCI 466	Literacy Assessment and Intervention	3 cr
EDCI 322	Teaching Writing/Language Arts	3 cr
EDCI 409	Integrated Methods Practicum II	1 cr
EDCI 321	Literature for Children	3 cr

COMPLETION OF THE IDAHO COMPREHENSIVE LITERACY COURSE OR ASSESSMENT

To obtain a literacy endorsement, applicants must complete the Idaho Comprehensive Course or the Idaho Comprehensive Literacy Assessment (ICLA). By completing EDCI 320, 322 and 466, this requirement will be met.

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #17

**3:30 p.m. - Tuesday, February 14, 2017
Paul J. Joyce Faculty-Staff Lounge & Skype for Business
Order of Business**

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #16, February 7, 2017 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

University Curriculum Committee

- **FS-17-037** (UCC-17-022a) Education to Education, Health and Human Sciences (Carr-Chellman)
- **FS-17-038** (UCC-17-022b) Education – Movement Science – Athletic Certificate (Scruggs)
- **FS-17-039** (UCC-17-022c) Education – Movement Science – Recreation (Scruggs)
- **FS-17-040** (UCC-17-006) Education – Curriculum & Instruction – M.Ed. new emphases (Raney)

VII. Special Orders.

- Program Prioritization (Wienczek)
- Immigration Executive Order (Brandt/Evans)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #16
FS-17-037 through 040
Immigration Resolution

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #16, Tuesday, February 7, 2017

Present: Adekanmbi, Anderson (Mike), Anderson (Miranda), Berven, Boschetti, Brandt, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Donohoe, Fisher, Folwell, Godfrey (Coeur d'Alene), Ostrom (Idaho Falls), Hrdlicka, Johnson, Markuson, Morrison, Nicotra, Wilson, Payant, Pregitzer, Vella, Wiencek (w/o vote), Wright. **Absent:** Barbour, Brewick, Brown, Sixtos. **Guests:** 8

The Chair called meeting #16 to order at 3:31. A motion (Berven/Miranda Anderson) to approve the minutes from January 31st passed without objection.

Chair's Report: Chair Brandt noted that we had failed to include a report on advancement from Vice President McFadden on the agenda. She proposed that the Senate add this to the agenda under special reports. A motion (Folwell/Donovan) to add the report on Advancement to the agenda passed unanimously. Chair Brandt reported that we are still looking for a Senator to serve on BAG (Benefits Advisory Group). BAG is an important group that has input on issues like health insurance policies. BAG only meets once a month so it should not be too time consuming. Chair Brandt commented on the brief presentation made last week by Professor Evans on immigration issues. As a follow-up, a small working group met to consider a possible resolution concerning University of Idaho (UI) policies that affect immigrants. She expects that this group will return to the Senate with this resolution in the near future.

Provost's Report: Provost Wiencek commented on the Program Prioritization discussion from this morning's President's Leadership Breakfast. He expects that a video on Program Prioritization will be available in the next week. There will be numerous opportunities for comment. The Provost stated that this iteration of Program Prioritization would be different from past efforts. We will not be going down the path of program closure. Vacant positions will be used to generate discussions relating to the best use of these positions. These discussions will not be top down, but will be linked to faculty and staff decisions on what evaluation tools will be used. It will conform to expectations of the Board, while positioning us to invest in ourselves. Provost Wiencek reported on the search for a new Dean of the College of Science. He has received the report from the search committee and is conducting some further inquiries. He hopes that this search will result in a successful conclusion.

Navitas, a pathway provider for international students, was on campus last week. They have developed marketing materials and have begun to recruit international students for us. A Senator asked how the U.S. President's recent executive order might affect our international recruitment? Provost Wiencek noted that this was a frequently asked question. They recognized that the executive order had created a great deal of uncertainty. He commented that the seven countries mentioned in the order did not generate a great deal of students. Navitas is hoping to attract around a hundred students. Provost Wiencek noted that the UI is one of the most research intensive universities that Navitas is involved with and the only university with a law school. Navitas is optimistic that they will be able to recruit well for the UI.

Faculty Affairs (FAC) – Survey of Annual Evaluation (FSH 3320) and Position Description (FSH 3050). Chair Brandt introduced Professor Brian Ellison as Chair of FAC to discuss the survey that will be used to gain faculty perspectives on the new narrative annual evaluation form. Chair Brandt noted that Senate approved the narrative form as a pilot form last year. At that time, Faculty Senate Senators also requested that a survey be conducted to determine faculty reactions to the new form. Professor Ellison noted that he had originally been more ambitious, but ultimately settled on a short survey. A Senator asked when the survey would go out? Professor Ellison thought this was up to the Senate. Chair Brandt stated that she thought the survey should go out soon after the evaluation process is over. A Senator noted that the survey switches from asking about the new evaluation form to asking about position descriptions between questions seven and eight. Professor Ellison agreed that they should put a short statement between questions seven and eight highlighting that the survey was switching its focus to the position description. It was also suggested that a broader range of options could be given, when asking how often a position description should be changed. There was also a question asked about the use of the word "easily" in question six. No action was taken on this word choice. In a similar vein, a Senator wondered whether the word "fairly" or "accurately" should be used in question three. A motion (Berven/Johnson) was made to replace the word "fairly" with the word

“accurately” in question three. This motion passed 10-7. The vote to approve the survey as amended passed unanimously.

FS-17-034 (UCC-17-051a)-CALs-Food Science-New Program in Fermentation Science. Professor Gulhan Unlu came forward to answer any questions on the new program. A Senator noted that there was a mistake in the proposal regarding the number of Chemistry classes required. It was moved (Hrdlicka/Folwell) to amend this section to say “two chemistry classes” for a total of at least four credits. The proposal as amended passed unanimously.

FS-17-035 (UCC-17-023a)-Business—Minor in Business Analytics. Senator Chung spoke briefly in favor of the new minor. This is a new minor in Business Analytics. All courses are already being taught. Demand for students with a background in business analytics has been growing. The proposal was approved unanimously.

FS-17-036 (UCC-17-023b) Business—New program in Marketing Analytics.

Professor Steve Shook was asked to speak about the proposal. He noted that this was a proposal for a new area of emphasis within the marketing degree. Professor Shook stated that there was a difference between business analytics and marketing analytics. He noted that there was both student demand and a growing job market for such an emphasis. This proposal passed unanimously.

University Advancement: Chair Brandt introduced Vice President Mary Kay McFadden to provide an overview of university advancement. V.P. McFadden noted that the first time she had been in Brink Hall was when she was a student in 1980. She was happy to be back working on university advancement. She stressed that her office strives to provide resources to the UI. These resources can come in various forms. The most typical resource they are involved with providing is fund-raising. Fund-raising at the UI is somewhat centralized-decentralized in that there is a core advancement office at the university and then each college has a smaller advancement unit. Their goal for this year is to raise \$31 million for the university. V.P. McFadden shared with the Senate a handout on the progress they have made this year towards achieving this goal. As of December 31st we are 64% of the way towards obtaining our goal. The alumni participation rate thus far this year is about 6% and she expects this to reach 10% by the end of the year. She stated that 10% would be above average for a land grant university. A Senator asked how unit goals were determined? Ms. McFadden answered that the goals are set by the deans in consultation with her office, and are based on historical averages.

She discussed a few new fund-raising projects such as WWAMI. Although UI students participate in WWAMI, it was considered a University of Washington program. As such, we had not focused on raising money for WWAMI. A Senator asked about the cost of raising these funds. V.P. McFadden was not sure, but expressed confidence that our costs were fairly low, suggesting 10-12%. A Senator asked if the change in athletic conferences had affected fund-raising for athletics. She stated that the Athletic Department was about \$200,000 behind previous years. She acknowledged that some very large donors were not happy with the conference change, although there were others who are pleased. She commented that her office tries to match the passions of the donor with the priorities of the university. A Senator expressed the need to invest more money into advancement because of the payoff for future students.

Vice President McFadden briefly discussed plans for the new Idaho Arena. This is a proposal for a \$30 million arena next to the Kibbie Dome. She felt this project would help our indoor court sports as well as provide space for other events and concerts on campus. The expected capacity is 4,700 people and the plan is for it to be a signature wood building. With the assistance of Dean Pregitzer, the UI is reaching out to the wood products industry to help with this project. The ASUI has also pledged funds for this arena. The target date to begin the project is 2019.

Ms. McFadden closed her remarks by stressing the importance of faculty in the fund-raising process. Former students reflecting back on their experience at the UI become important donors. Faculty can help connect development officers with these former students. Faculty and staff are also important donors.

Adjournment: With no other items on the agenda, Chair Brandt accepted a motion (Folwell/Chung) to adjourn at 4:29. This motion passed unanimously.

Respectfully submitted, Don Crowley, Faculty Secretary & Secretary to the Faculty Senate

**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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	College of Education		
Department/Unit:			
Dept/Unit Approval Date:	N/A	Vote Record:	
College Approval Date:	January 13, 2017	Vote Record:	45 Yea, 3 Nay, 4 Abstentions
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Ali Carr-Chellman, Dean; alicarrchellman@uidaho.edu		

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

The College of Education at the University of Idaho has consisted of departments that align strongly with teacher preparation primarily as well as education administration and adult education; however, the college also consists of a strong student body, and program and research focus on health outcomes. In addition, the aspect of human within the new name further pulls the departments and centers (i.e., Center on Disabilities and Human Development and TRIO-INSPIRE) within the college together. While the term education has a long history for the college name, there are significant opportunities to better capture the breadth of the portfolio of scholarship and teaching that is happening across the college. Within the Department of Movement Sciences, our program areas have health as a primary outcome of our teaching, research and outreach. Examples include: 1) the Athletic Training Program is the only academic program on campus that runs a health-patient care clinic and conducts health care research, 2) the Exercise Science and Health Program mostly prepares students for a diversity of health professions [e.g., physical therapy, nursing, fitness-personal training, health promotion – public health, athletic training, cardiac rehab, physical education – school health, etc.], 3) the Recreation Program has a focus on the health, wellness and lifelong learning benefits of leisure, travel, sports and recreation, and 4) the Dance Program focuses on the art and science of dance for performance and healthy active living. Within the Leadership and Counseling department, there is also interest in nonformal and informal learning which may better align with the “Human Sciences” portion of the proposed name. The summary term of sciences, identifies each of our themes (i.e., education, health and human) as science based and focused. The college name change further enhances the University of Idaho’s marketing of our programs, work and efforts to the state and beyond.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	College of Education, COEd
New Name:	College of Education, Health and Human Sciences; CEHHS
Current Degree:	
New Degree:	

Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	Modify:	Discontinue:	Implementation Date:
Graduate Level:	Undergraduate Level:	Law Level:	Credit Requirement:
Are new courses being created:	No	Yes	If yes, how many courses will be created:

If the request is for an option or emphasis enter the associated major and degree:

Major:		Degree:	
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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:
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
3.	How will you ensure that the assessment findings will be used to improve the program?
4.	What direct and indirect measures will be used to assess student learning?

5. When will assessment activities occur and at what frequency?

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	
Brief Description of financial impact:		

Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is 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 2017		
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	01/13/2017		
UCC Item Number:	UCC-17-022a		
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:			

**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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	College of Education		
Department/Unit:	Movement Sciences		
Dept/Unit Approval Date:	September 14, 2016	Vote Record:	14 Yea, 0 Nay, 4 Abstentions
College Approval Date:	September 23, 2016	Vote Record:	Unanimous
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Philip W. Scruggs	pwscruggs@uidaho.edu	

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

The purpose of the new Athletic Leadership Certificate is to provide a transcripted recognition of a curriculum/education that is focused on preparing and building leadership qualities of individuals who participate in athletic, recreation, performing art, etc. settings either as a participant or coach/admin, etc. Key aspects such as motivation, ethics, leadership, communication, servitude, etc. are not left to chance as far as development in this population of students but intentionally focused on with learning experiences to enrich their current and future leadership roles and responsibilities. The curriculum for the certificate uses a holistic approach to construct an overall athletic talent development environment where student athletic experiences and academic learning experiences are integrated.

The curriculum (i.e., at least 12 credits of identified coursework) for the Athletic Leadership Certificate does not include developing new courses and does not require additional resources. The course options in the Athletic Leadership Certificate are currently offered courses within the Department of Movement Sciences and courses within the College of Letters, Arts and Social Sciences. In addition, Movement Sciences instructs in both the ISEM 101 and 301 general education components and offers sections related directly to the Athletic Leadership Certificate.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	

Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	2017
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	<input checked="" type="checkbox"/>	Yes	If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:		Degree:	
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	Athletic Leadership Certificate
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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: Students who complete the Athletic Leadership Certificate will: 1) demonstrate an understanding, appreciation and validation of bodily and mind-body knowing, and how the integration of the two impact a holistic knowing [Clarify Purpose and Perspective, Communicate]; 2) will demonstrate a knowledge of and appreciation for the leadership qualities of decision-making, self-control, ethics, servitude, communication, sacrifice, loyalty, determination, motivation and vision [Learn and Integrate]; 3) be able to make connections between athletic experiences and academic experiences [Think and Create, Communicate]; and 4) be able to practice (i.e., apply) identified leadership qualities within their specific realms of performance (e.g., athletic, recreation, art, etc.) [Practice Citizenship, Communicate].
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component: An annual certificate instructor meeting (i.e., faculty led process) will be held in order to share, synthesize and evaluate learning outcome and student survey data. The annual assessment process will consist of collecting learning outcome data on learning outcomes #2 and #4 for the first year of certificate implementation, and learning outcomes #1 and #3 will be assessed in the following year. This assessment cycle will be repeated. Assessments will consist of signature assignments/products in courses within the certificate curriculum and be developed by the faculty of the respective courses.
3.	How will you ensure that the assessment findings will be used to improve the program?

On an annual basis instructors who deliver the coursework and learning outcomes within the certificate will meet to share and synthesize learning outcome and indirect survey data for students enrolled in the certificate. Instructors will examine congruency between learning outcomes, signature assessments/assignments, learner feedback, and certificate vision. Curricular refinements and extensions will be identified for implementation.

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

Athletic Leadership Certificate learning outcomes will be measured using, /projects, journaling-writing/reflection/papers, case studies, and quizzes/exams. Student work will be evaluated using instructor identified criteria aligned with levels of proficiency, which will align with university grading categories. An annual Athletic Leadership Certificate Qualtrics survey be used to gather indirect learning outcome experience data from learners enrolled in the certificate.

5. When will assessment activities occur and at what frequency?

Assessment activities will occur in each of the Athletic Leadership Certificate courses and a final capstone course will require learners to complete structured themed papers that align with each of the key leadership qualities and their performance experiences. Curriculum assessment will occur annually during the certificate faculty meeting using direct and indirect measures.

Learning outcomes and assessments by course:

Academic Core consists of taking 7-9 credits out of 16 possible

INTR 210: Life Skills for Student Athletes (2 cr); quizzes and reflection papers, SLOs #2

INTR 401: Career and Leadership Development (2 cr); journaling/reflection, SLOs #2, #3

ISEM 101: Integrated Seminar (3 cr); journaling/reflection, SLO #3

ISEM 301: Great Issue Seminar (1 cr); journaling/reflection, SLO #3

IS 350: Sport and International Affairs (3 cr); assignments and exams, SLO #2

PEP 301: Mental Training (2 cr); project, SLOs #1, #2, #4

PEP 305: Applied Sports Psychology (3 Cr), case studies/projects, SLOs #1, #2, #4

Athletic, Recreation, Performing Art, Fitness Component consists of 1-3 credits

DAN 105; PEB 106, 107 and/or 108; PEP 132, 133, and/or 134; REC 108, 222, 224, 225, and/or 227; journaling/reflection, SLO #4

Capstone consists of 2 credits

PEP 475: Moral Reasoning in Sport (2 cr); quizzes/exams, SLOs #1, #2; journal writing/reflection, SLOs #1, #2, #3, #4

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	X
Brief Description of financial impact:	Students wanting to pursue an academic certificate at the University of Idaho must be degree seeking students. Academic certificates provide students with an opportunity to further specialize in and/or gain an enriched experience in furthering one's development of expertise. There isn't a direct financial benefit to offering an academic certificate; however, the proposed academic certificate has the potential to impact student retention and identity. In addition, there is the potential for minimal online and/or summer revenue for the respective departments offering coursework in the certificate.	

Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is 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 Budget Office, if applicable:	
Date Received by Institutional Research and Assessment:	
Date Received by UCC Secretary:	01/19/2017
UCC Item Number:	UCC-17-022b
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:	

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:	April 28, 2016	Vote Record:	16 Yea 0 Nay 2 Abstentions
College Approval Date:	CCC 9-16-2016 TECC 9-22-2016 College 9-23-2016	Vote Record:	Unanimous
CIP code (Consult Institutional Research):	31.0301		
Primary Point of Contact (Name and Email):	Philip W. 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:	
Graduate Level:		Undergraduate Level:		Law Level:	Credit Requirement:
Option:					
Emphasis:					
Minor:					
Academic Certificate less than 30 credits:					
Teaching Endorsement (Major/Minor):					

<p>Overview of Program Component: <i>Provide a brief narrative description</i></p>	
<p>Program Component Curriculum: <i>Required courses</i></p>	

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:	Recreation
New Name:	Recreation, Sport, and Tourism Management
Current Degree:	Recreation, B.S. Rec.
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:	As this request for name and degree changes requires no further resources, the financial impact is estimated to be none to minimal.		

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 to change the degree to Recreation, Sport, and Tourism Management will better reflect the content that is currently covered across the curriculum. It is also expected that the proposed name change will help prospective students identify a degree that will suit their abilities, interests, and goals, and also help them recognize connections between the degree and career opportunities in recreation, sport, and tourism. It may also help current students market the knowledge, training and skills they have attained with the degree to potential employers. The degree program content and practica cover recreation, sport, and tourism management, thus the degree title change will better reflect the curriculum and professional preparation.

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 2017		
Date Received by the Office of the Provost and Executive Vice President:	11/29/16		
Date Received by UCC Secretary:	1/6/2017		
UCC Item Number:	UCC-17-022c		
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:			

Memo

To: Dean Carr-Chellman, Associate Dean Jim Gregson, and COEd Faculty
Julie Son, Program Coordinator, Recreation, Department of Movement
From: Sciences
cc: Bamboo Chen, Bruce Saxman, Sharon Stoll
Date: August 9, 2016
Re: Name Change for Recreation Degree and Program

The Recreation faculty have completed the curriculum short form (non-substantive minor request form) to change the title of the degree and program from Recreation to Recreation, Sport, and Tourism Management.

This change will better reflect the content that is currently covered across the curriculum, including practica, in which faculty already have expertise and have been teaching.

Our focus as a faculty is on healthy active lifestyles, lifespan development, and motor skill development within recreation, sport, and tourism endeavors and organizations. We have a service- and health-oriented philosophy to training managers and leaders in the areas of recreation, outdoor recreation, sport, and tourism.

It is expected that the proposed name change will help students: 1) identify a degree that will suit their abilities, interests, and goals; 2) recognize connections between the degree and career opportunities in recreation, sport, and tourism; and 3) better market their knowledge and skills to prospective employers.

The degree program content and practica cover recreation, sport, and tourism management, thus the degree title change will better reflect the curriculum and professional preparation.

We are requesting a waiving of the wait time for a faculty vote, as we believe it will help ensure that this curriculum proposal moves through the curriculum process in a timely manner.

FS-17-040
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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	Education		
Department/Unit:	Curriculum & Instruction		
Dept/Unit Approval Date:	November 11, 2016	Vote Record:	Aye: 17 Nay: 0 Abstain: 0
College Approval Date:	CCC: 11/30/16 TECC: 12/1/16 CoE: 12/9/16	Vote Record:	Aye: 12 Nay: 0 Abstain: 0 Aye: 11 Nay: 0 Abstain: 0 Aye: 45 Nay: 0 Abstain: 0
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Taylor Raney tcraney@uidaho.edu		

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

The goal of the proposed program is to prepare excellent K-12 educators for the classroom through a graduate-level experience. The proposed program has been designed to meet the Idaho Professional Standards Commission's standards for initial preparation of professional school personnel and fulfill goals for The University of Idaho and Idaho State Board of Education.

This program will be related to the current undergraduate program housed in the Curriculum and Instruction Department leading to initial Idaho state certification in secondary teaching. It is designed to provide an opportunity for an individual with a current baccalaureate degree in another discipline to add certification to teach in an Idaho secondary (middle, junior high, or high) school. This program will not replace any current program offered at The University of Idaho.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	

Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:		Modify:	<input checked="" type="checkbox"/>	Discontinue:		Implementation Date:	Fall 2017
Graduate Level:	<input checked="" type="checkbox"/>	Undergraduate Level:		Law Level:		Credit Requirement:	31
Are new courses being created:	No	Yes	<input checked="" type="checkbox"/>	If yes, how many courses will be created:	four		

If the request is for an option or emphasis enter the associated major and degree:

Major:	Curriculum and Instruction	Degree:	M.Ed.
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	Teacher Certification
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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: See attached
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component: Assessment of this program will fall under the processes used to evaluate all other teaching emphases. Data are collected through an online information management system and used in program, department, and college meetings to make determinations regarding potential changes. The attached candidate learning outcomes are the driving factor in assessment and ongoing improvement. Signature assignments are employed in order to identify opportunities for improvement across the program. Each signature assignment is tagged with standards for which it is intended to demonstrate evidence for meeting. Rubrics for each signature assignment are detailed in syllabi and used across section of the courses.
3.	How will you ensure that the assessment findings will be used to improve the program? National (Council for Accreditation of Educator Preparation) and state (Idaho State Board of Education) accrediting bodies require evidence of employment of assessment findings in program improvement. The Department of Curriculum and Instruction employs an ongoing improvement process that compels faculty to employ assessment findings in any potential revisions to programs. The Basic Mathematics teaching minor program will become a part of the regular review process already in place for the other programs leading to recommendation for teacher certification/endorsement.
4.	What direct and indirect measures will be used to assess student learning?

Candidates for this proposed strand within the existing C&I program will be assessed using a variety of methods, including assignments such as lesson plan creation and analysis of K-12 student work. Additionally, demonstration of competency in teaching the material to K-12 students is required. Candidates deliver instruction to students in practicum settings, allowing program faculty to evaluate learning of the material and abilities to deliver it effectively.

5. When will assessment activities occur and at what frequency?

Assessment activities for all programs leading to recommendation for teacher certification are ongoing, including annual evaluation by faculty and consideration every seven years by the above-mentioned accrediting bodies. Programs leading to recommendation for initial certification/endorsement at the University of Idaho College of Education are up for accreditation consideration during the 2020-21 academic year.

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:		Less than \$250,000 per FY:	x
Brief Description of financial impact:	No new courses or sections are proposed, as evidence for meeting the Idaho Standards for Initial Preparation of Professional School Personnel is identified within existing offerings.		

Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is 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 Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
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:			

EDCI 511	Planning and Administering the Curriculum	3 cr
EDCI 513	History of Educational Thought	3 cr
EDCI 524	Models of Teaching	3 cr
EDCI 572	Measurement and Evaluation	3 cr
EDCI 599	Non-Thesis Master's Research	2-5cr

Note: The core courses are offered at least once during the Fall or Spring semester. All core courses are offered in the summer.

- Teacher Certification Emphasis (M.Ed. C&I)

An emphasis leading to secondary teacher certification is available following demonstration of mastery of a secondary school content area and the following:

EDSP 300	Educating for Exceptionalities	2 cr
EDCI 511	Planning and Administering the Curriculum	3 cr
EDCI 513	History of Educational Thought	3 cr
EDCI 524	Models of Teaching	3 cr
EDCI 563	Literacy Methods for Content Learning	3 cr
EDCI 570	Introduction to Research in Curriculum and Instruction	3 cr
EDCI 572	Measurement and Evaluation	3 cr
<u>Content-Specific Methods Course</u>		3 cr
<u>Content-Specific Methods Practicum</u>		1 cr
EDCI 598	Internship	
		12 cr
EDCI 401	Seminar	1 cr

Note: There are additional requirements for obtaining a CTE teaching credential at the secondary level in the state of Idaho. See a CTE advisor for details.

- Career and Technical Education emphasis

An emphasis in Career and Technical Education is available by completing the following requirements:

CTE 430	Leadership and Student Organizations	2 cr
CTE 431	Supervising CTE Career and Technical Student Organizations	1-3 cr - Max 3 cr
CTE 464	Career Guidance and Transitioning to Work	3 cr
CTE 551	Principles and Philosophy of Career and Technical Education	3 cr

One of the following (3cr)

CTE 447	Diverse Populations and Individual Differences	3 cr
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	<p>AOLL 573 Adult Learners: Foundations and Characteristics 3 cr</p> <p>AOLL 574 Adult and Transformational Learning 3 cr</p> <p>AOLL 575 Strategies for Facilitating Adult Learning 3 cr</p> <p><i>Note: There are additional requirements for obtaining a CTE teaching credential at the secondary and post-secondary levels in the state of Idaho. See a CTE advisor for details.</i></p>
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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*		
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 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:

This change is for catalog descriptive language only and does not require the addition of any new courses or degrees. The purpose is to better explain the M.Ed. degree and its options within the catalog. The primary purpose being to articulate a strand of courses within the current M.Ed. program that can lead to qualification for an Idaho standard secondary teacher certificate. Ultimately, this change will support our efforts to better promote the M.Ed. degree while at the same time graduating more people qualified to teach within the public schools in Idaho.

Office of the Registrar Information

Date Received by UCC Secretary:	10/13/2016
UCC Item Number:	UCC-17-006
UCC Approval Date:	
General Curriculum Report Number:	

The University of Idaho issued a statement of support to its noncitizen students faculty and staff on January 30, 2017. To effectuate this statement of support and ensure the University of Idaho is a safe and welcoming environment ~~to all students for our entire UI community~~ regardless of ~~their~~ citizenship the University of Idaho Faculty Senate hereby reaffirms and urges the University Administration to reaffirm the following principles:

1. The University of Idaho welcomes all members of its community, including those born abroad. We remain committed to the core values of inclusion and diversity from which we have always drawn great strength and to respecting the dignity of each individual—regardless of race, color, religion, national origin, sex, sexual orientation, gender identity/expression, age, disability or veteran status. Faculty Staff Handbook 3200
2. The University is dedicated to providing all students with access to higher education. That unqualified support extends to our foreign-born students as well. FSH 3200 and 4330
3. A safe and welcoming environment for students, faculty and staff and their families on campus facilitates the physical safety and emotional well-being that is essential to a student's ability to achieve academically and to an employee's ability to succeed at their job. FSH 3170.
4. To ensure that our University campus is safe and welcoming for all ~~students and their families~~ members of the UI community, we must adopt policies that protect student's information and integrity on campus in accordance with local, state, and federal law. FSH 2600.

To fulfill the principles above, the University of Idaho Faculty Senate affirms and/or will seek to adopt the following policies:

1. The University will continue to admit students consistent with its nondiscrimination policies so that undocumented students will be considered for admission under the same criteria as U.S. citizens or lawful permanent residents.
2. With the exception of the mandatory reporting requirements within the Student and Exchange Visitor Program (SEVP) and other visas, all requests by immigration officials for information regarding students or their families will be directed to the Office of General Counsel.
3. No confidential student records or employment files will be released to federal immigration enforcement officials without a valid judicial warrant, subpoena or court order, unless authorized by the student or required by law. This includes, but is not limited to, immigration status, citizenship status, place of birth, or other personally identifiable information of any student.¹ Students will be notified of any subpoena prior to complying with the order and disclosing information unless otherwise required by law.²
4. The University will not voluntarily grant access to property owned and controlled by the University to federal immigration officials for enforcement purposes unless required by judicial order.³

¹ This policy is a reaffirmation of the requirements already set forth in the Family Education Rights and Privacy Act (FERPA). 20 U.S.C. § 1232g.

² See 20 U.S.C. § 1232g(b)(1)(J)

³ This policy does not interfere with any mandatory on-site visits by Student and Exchange Visitor Program (SEVP) officials regarding initial certification or re-certification of the College/University to enroll foreign exchange. 22 C.F.R. § 62.

5. In order to encourage cooperation between ~~University students~~members of the UI Community and campus security in maintaining a safe environment on campus, campus security will not stop and investigate a student or a faculty or staff member based on his or her suspected immigration status, and campus security will not document an individual's immigration status in their records.
6. Further, campus security will not undertake joint efforts with local, state or federal law enforcement agencies to investigate an individual for violations of federal immigration law. This includes campus security not detaining individuals or assisting in arrests based on civil immigration violations and administrative warrants.⁴
7. The University will not cooperate with any federal effort to create a registry of individuals based on any protected characteristics such as religion, national origin, race, or sexual orientation.

In addition to affirming and adopting the principles and policies above, the Faculty Senate supports the following investments to meet the growing demands and concerns of noncitizen students on campus:

1. Seeking to limit the type of information that the University considers “directory information” which could be disclosed without a student’s consent.
2. Training students on their rights to restrict access to their personal information under FERPA as well as its exceptions and allow them to make changes to the information they choose to restrict.
3. Ensuring that all faculty, staff, administrators, and other employees will be trained on how to respond to requests for information from immigration officials consistent with this policy and FERPA.
4. Mapping the restricted areas of the campus and sharing that information with students to ensure the fullest protection of students’ privacy and clear boundaries for the purposes of current immigration policy which directs officers not to enforce immigration law on school property absent emergency circumstances.
5. Preparing an implementation plan defining partnerships with community organizations and training and support for campus employees to ensure rapid response and effective coordination and report back to the Faculty Senate.
6. Assigning an administrative office the responsibility for counseling noncitizen faculty, staff and students on their educational, employment, psychological, and legal situations.
7. Ensuing that all faculty, staff, administrators, and other employees will be trained on how to implement this policy and rights pertaining to noncitizens ~~s-students~~.

⁴ This policy reaffirms the voluntary nature of entering into agreements with federal immigration enforcement as set forth in the Immigration and Nationality Act. 8 U.S.C. § 1357(g)(9).

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #16

**3:30 p.m. - Tuesday, February 7, 2017
Paul J. Joyce Faculty-Staff Lounge & Skype for Business
Order of Business**

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #15, January 31, 2017 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

Faculty Affairs

- **FS-17-033:** Survey on PD/AE Process (Ellison)

University Curriculum Committee (vote)

- **FS-17-034** (UCC-17-015a) – CALS – Food Science – New program Fermentation Science (Ryu)
- **FS-17-035**(UCC-17-023a) – Business – New minor Business Analytics (Metlen)
- **FS-17-036** (UCC-17-023b) – Business – New program Marketing Analytics (Shook)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #15
FS-17-033 through 036

Faculty Senate Meeting Minutes
2016-2017 Meeting #15, Tuesday, January 31, 2017

Present: Anderson (Mike), Anderson (Miranda), Berven, Boschetti, Brandt (Chair), Brewick, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Donohoe, Fisher, Godfrey (Coeur d'Alene), Hrdlicka, Johnson, Markuson, Nicotra, Wilson, Vella, Stevenson for Wiencek (w/o vote), Wright. **Absent:** Adekanmbi, Barbour, Folwell, Ostrom (Idaho Falls), Morrison, Payant, Pregitzer, Sixtos, Wiencek (w/o vote), **Guests:** 9

The Chair called meeting #15 to order at 3:31. A motion (Johnson/Miranda Anderson) to approve the minutes from January 24th passed without objection.

Chair's Report: Chair Brandt recognized the new members of the Senate. Miranda Wilson will be replacing Dean Panttaja as a Senator from CLASS while Professor Panttaja is engaging in scholarly activity in Egypt. Aaron Johnson will be representing CALS—Kat Wolf had been substituting for him last semester. Christine Berven will be substituting for James Foster as a Senator from Science. Lee Ostrom will be taking the place of Bob Hiromoto as our Senator from Idaho Falls. Finally, Cooper Wright will be stepping in as the representative from the Student Bar Association. Chair Brandt thanked all of these new Senators for their willingness to serve.

Chair Brandt asked Senators to note the attachment to the agenda. QPR (Question, Persuade, Refer) is a training program that teaches participants how to respond to someone having a mental health crisis and thinking about suicide. Professors might consider using this service as a substitute if they are going to miss a lecture. Chair Brandt also announced that Faculty Secretary Don Crowley has decided to retire at the end of this semester. Professor Crowley noted that he had decided to try retirement again after serving a three-year term as Faculty Secretary. Crowley stated that he has enjoyed his term as Faculty Secretary and expressed his continuing belief in the importance of the Senate and its various committees in fostering faculty governance. Chair Brandt thanked Professor Crowley for his commitment to the governance process and further noted that Vice Chair Hrdlicka will be forming a search committee to appoint a new Faculty Secretary.

Before moving on to the agenda Chair Brandt asked for permission to amend the agenda to add a short presentation by Professor Evans from the law school regarding students and colleagues on campus who might be affected by President Trump's recent executive order on immigration. A motion (Nicotra/Brewick) to amend the agenda to allow for this discussion as new business passed unanimously.

Provost's Report: Vice Provost Jeanne Stevenson provided a list of announcements:

- A Center for Teaching & Learning is being developed. There will be opportunities this semester for faculty to participate in activities related to this new center.
- There will be sessions on campus and throughout the state for faculty and staff to participate in discussions related to the "Great Colleges to Work For" survey. The purpose of these discussions is to explore possible areas of growth for the University.
- UBFC is reviewing budget requests and will be making recommendations later this semester.
- The workgroups working on Program Prioritization will be making presentations during this semester.
- A search for a Vice Provost for Academic Initiatives has begun. Jeanne Stevenson reported that her position has been retitled Vice Provost for Faculty. Please encourage good candidates to apply.
- The next meeting for the Vandal Ideas project will be Monday February 13th in the Pitman Center, 3:30-5 pm.

A Senator asked whether there might be some other opportunities for input on the Great Places to Work Survey other than the scheduled meetings. Provost Stevenson promised to get back to the Senator on that matter.

FS-17-030 (UCC-17-024) Upper Division Credits J-5-a limitations on Community College transfer credits.

Registrar Heather Chermak, Patricia Hart, Chair of University Curriculum Committee, (UCC) and Kenton Bird, Director of General Education, were invited to discuss proposed changes passed by UCC. Ms. Chermak discussed the proposed removal of the limitation on the number of credits that could be transferred to the University of Idaho (UI) from a community college. Previously the limit was 70 credits but we are now the only university in the state that has such a limit. Ms. Chermak commented that when this proposal was presented at UCC, there was a concern about only requiring 36 upper-division credits to graduate. A student could take 84 credits at a community college and 36 upper-division credits at the UI and graduate with a UI degree. Some faculty felt that removing this limit on community college transfer credit would weaken a UI degree. In response, a proposal from CLASS was offered to raise the required number of upper-division credits to 42. Professor Hart stated that this was an attempt to make the UI's upper-division requirements more consistent with our peer institutions. UCC amended the suggested 42 credits to 40 and passed the two proposals together. The number of credits required in residence at the UI would remain at 30, but overall 40 upper-division credits would be required. A Senator asked how many programs required less than 40 upper-division credits. The answer to this question wasn't readily apparent, although at least one Senator thought there were programs that required less than 40 credits. A Senator wondered why these two provisions were linked, since he did not see the two provisions being clearly connected. Professor Hart commented that the increase in upper-division credit was designed to ensure the integrity of a UI degree. We are unable to vet the quality of a community college course, but we can vet the quality of our upper-division courses.

There was a motion (Brewick/Johnson) to vote on the two proposals separately. This motion would mean that the Senate would first vote to remove the limit on community college credits followed by a vote on whether to increase the required number of upper-division credits to 40. This proposal to separate the two proposals passed 13-4.

The Senate began discussing whether to remove the credit limitation in J-5-a. A Senator asked for clarification on the purpose of this change. Dwaine Hubbard from the Registrar's Office suggested that one possible reason was to help place bound students who could take an extra semester at a local community college. A Senator expressed concern that this would allow students to take up to 84 credits at a community college. This Senator wondered if UCC had discussed moving the limit up, but not entirely removing it? It was noted that this had not been discussed. After further discussion and clarification about what exactly the Senate was voting on, the issue came to a vote. The vote to remove the limit on community college credits passed 12-1-4.

The Senate was then asked to vote on the rest of the original motion as to whether to raise the number of required upper-division credits to 40. A Senator asked what arguments had been made regarding the difference between 42 & 40. Professor Hart suggested that the preference for 40 credits was primarily related to allowing programs greater flexibility. The proposal to raise the number of required upper-division credits to 40 passed 12-3-2. Thus, after splitting the seconded motion from UCC, both proposals passed.

FS-17-032 (UCC-17-032). College of Law. 3 plus 3 program for BA/BS and JD. Chair Brandt introduced Jeff Dodge as the Associate Dean of the College of Law to discuss this proposal. Professor Dodge stated that the College of Law had offered this program in the past, but somehow the program had become dormant

without their conscious knowledge. The college had certainly not planned to move the program to the inactive list. The proposal before the Senate today is to reinstate the program. This program allows students who qualify to complete the last 30 credits of their BA/BS while attending law school. A Senator asked how common this program was. Professor Dodge stated that many schools had such a program, but it was not a heavily used program. He suggested that students have not taken advantage of such programs because it takes a great deal of advanced planning. He expressed optimism that the program would be used more frequently in the future. In response to a question, Professor Dodge stated that the first-year program in law (30-32 credits) would be used to satisfy the last 30 required credits of a student's undergraduate program. For instance, a student in History or Political Science would have to complete 90 credits (and all the required courses) in their first three years and then complete their program with the 30 credits taken in the first year of law school.

A Senator asked about graduate rules limiting the ability of students to take courses towards their MA/MS while an undergraduate. The general response was that programs wishing to create some version of a 3 plus 3 program for MA's would need to propose a revision and work with Graduate Council and UCC.

A Senator suggested that many programs on campus might want to look at developing such options. Asked about the social benefits of this program, Professor Dodge suggested this would lower the amount of debt accumulated by some law students. By lowering this debt load, students can make career choices that have social benefits (non-profit organizations, legal aid clinics) rather than being led to take jobs designed to pay off their debt. The proposal to approve the 3 plus 3 program for the law school passed 16-1.

Efficiencies and Effectiveness Centralization Subcommittee. Chair Brandt introduced Greg Fizzell, Chair of Staff Council, in his capacity as Chair of the Efficiencies and Effectiveness Subcommittee to discuss opportunities for centralizing services on campus. Mr. Fizzell explained that he was not at Senate to make a report, but rather to seek information regarding opportunities for centralization that might lead to achieving greater efficiencies on campus. He noted that areas like IT and Finance are services sometimes mentioned as possibilities for centralization. It is possible to propose hybrid models that involve various degrees of centralization. A Senator commented that this year she was pleased with the greater degree of centralization in the area of video conferencing. She further commented that while she could see the need for greater centralization of IT, not if that meant units would have to wait longer periods to get service. Centralization of services is fine, if there is enough support to provide prompt service to units.

A couple of Senators noted that centralization can lead to savings, but the costs (other than financial) also need to be considered. There are trade-offs. Different areas frequently have different needs, which can be difficult to satisfy from a centralization office. There seemed to be considerable support in the Senate for exploring hybrid models that involved centralized training, followed by a person being assigned to a particular program. A Senator suggested that centralized training of advisors, followed by embedding advisors in colleges, has led to significant improvement in advising and fewer disqualified or probationary students.

A Senator raised the problem of charging for centralized services. The fact that some units have greater resources to pay for services that are centralized while others do not have the resources, can also be a problem. Departments with fewer resources are at a significant disadvantage, when they are required to pay for needed services. Chair Brandt noted that we were approaching the end of our normal meeting time, but urged Senators to email any further thoughts on this issue to Greg Fizzell at gfizzell@uidaho.edu. Chair Brandt also hoped that Senators would stay for a short presentation on issues related to President Trump's Executive Order on Immigration.

Effects on the UI of Executive Orders on Immigration. Chair Brandt invited Professor Kate Evans, Director of Immigration Clinic, and law student (and former Senator) Joe Dallas, to discuss the executive orders. She asked Professor Evans to focus on issues that faculty and staff might consider in dealing with the immigration order. Professor Evans explained that the executive orders sought to provide incentives for state and local actors to cooperate with immigration enforcement. These measures seek to obtain cooperation with immigration officers to identify immigrants who have been charged with any crime, including such offenses as driving violations and other misdemeanors. This expectation of broader enforcement will reach many foreign-born individuals, who have not been targeted in the past. Many higher education institutions are seeking ways to protect their students and reassure them that the school is there for educational purposes and not for enforcement. She introduced Joe Dallas to discuss some of the “best practices”. Mr. Dallas noted that many students who were protected under DACA (Deferred Action for Childhood Arrivals) are afraid that the information they provided to the federal government will now subject them to deportation. Mr. Dallas emphasized three principles that universities might follow to protect their students:

- Universities have a FERPA obligation to protect information
- Campus Security need not ask or document immigration status
- Universities do not need to voluntarily cooperate with immigration enforcement

A question was asked about proposed penalties on sanctuary cities who choose not to cooperate. Professor Evans stated that there were provisions which sought to penalize sanctuary cities. These provisions suggested that federal funds might be withheld from those jurisdictions that sought to restrict information about immigration status. She felt that educational institutions faced a much lower risk of losing federal funding, because of constitutional limitations on what type of conditions can be placed on funding for educational purposes.

Adjournment: Chair Brandt voiced her regrets that given the late hour, there was not more time to continue this discussion. She suggested that a task force be formed to consider how the UI might implement some of these best practices. Andrew Brewick, Don Crowley and Elizabeth Brandt all agreed to meet with Professor Evans and Joe Dallas to continue this inquiry. Since it was now obvious that there was no longer a quorum, the Senate adjourned at 5:14.

Respectfully submitted,
Don Crowley, Faculty Secretary &
Secretary to the Faculty Senate

Faculty Affairs Committee
Brian A. Ellison, Chair
January 31, 2017

Committee Report

FAC/Senate Performance Review Survey

This survey was prepared by the Faculty Affairs Committee in response to a motion passed by Faculty Senate on April 12, 2016. The motion requested that a survey be developed to obtain faculty feedback following the first use of the pilot narrative evaluation form. The information collected in this survey will be used to assess how this new approach has affected the annual evaluation process.

This survey is designed to take no more than a few minutes of your time.

1. How satisfied were you with the new annual review form?
Highly Satisfied . . . → Highly Dissatisfied
2. I support removing the numerical score from the annual evaluation.
Strongly agree . . . → Strongly disagree
3. The new evaluation process at the University of Idaho allows my performance to be assessed fairly.
Strongly agree . . . → Strongly disagree
4. Did you have a meeting with your supervisor to discuss your annual evaluation?
Yes → No
 - 4a. If no, were you offered to meet with your supervisor?
Yes → No
5. Were you asked to do a self-evaluation/narrative as part of your annual evaluation?
Yes → No
6. The new evaluation process at the University of Idaho allows my performance to be assessed more easily.
Strongly agree . . . → Strongly disagree
7. I prefer the numerical score on the annual evaluation.
Strongly agree . . . → Strongly disagree
8. How satisfied were you with the new position description form?
Highly Satisfied . . . → Highly Dissatisfied
9. How often do we need to complete a new position description?

Upon hire → annually → at 3rd year review → at tenure → only when my job description changes significantly.

10. Would you like to provide a comment on the annual review process?
(Insert open box for comments)

11. Demographics (We will prepare drop down menus for these responses.)

Rank: Professor, associate, assistant, (clinical/tenure track)

Tenured/untentured

Administrative appointment

At Large Faculty Appointment

Research Faculty Appointment

College

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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	Agricultural and Life Sciences		
Department/Unit:	Food Science		
Dept/Unit Approval Date:	September 28, 2016	Vote Record:	Unanimous
College Approval Date:	October 31, 2016	Vote Record:	Unanimous
CIP code (Consult Institutional Research):	01.1002		
Primary Point of Contact (Name and Email):	Dojin Ryu (dryu@uidaho.edu)		

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

We are requesting a new option, Fermentation Science, under the existing B.S.F.S. Food Science degree program. The School of Food Science has merged the Washington State University's (WSU) and University of Idaho's (UI) Food Science programs for a Bachelor of Science degree in Food Science. Fermentation Science is for students interested in yeasts, bacteria and molds, the science behind fermented beverages and foods, and industrial-scale applications of fermentation. The schedule below is only a guideline. Course selection and order taken may deviate according to student's needs, and in consultation with advisor. Classes are offered on both WSU and UI campuses, so travel is required.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

Effective Date:	
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Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	Fall 2017
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	122
Are new courses being created:	No	<input checked="" type="checkbox"/>	Yes	If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:	Food Science	Degree:	BSFS
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Enter the name of the program component in the appropriate row:

Option:	Fermentation Science
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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: <i>SFS Food Science Curriculum Learning Outcomes</i> <ul style="list-style-type: none"> • Graduates will be able to demonstrate a level of comprehension of Food Science concepts and analyses equivalent to or greater than that required by the Institute of Food Technologists Core Competencies Guidelines • Graduates will be able to critically evaluate and summarize a food science issue or problem • Graduates will be able to apply critical thinking and problem-solving skills to address current challenges in the food industry • Graduates will be able to communicate effectively in both written and oral format with an audience possessing varying degrees of food science knowledge <i>Fermentation Option-Specific Learning Outcomes</i> <ul style="list-style-type: none"> • Graduates will be able to apply principles of microbial fermentation to the processing of fermented food products ranging from bread to wine • Graduates will be able to assess industrial selection, processing, preservation, and packing of fermented products to determine overall product safety and quality <p>Because the fermentation science option falls under the Food Science curriculum, students in the Fermentation option will be required to meet both SFS general and Fermentation option learning outcomes.</p>
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:

Both direct and indirect assessment data will be collected (see 4. below for specifics). Data will be compiled and analyzed by a designated SFS faculty member. Student performance in direct assessments and student answers in indirect assessments will be compared to benchmarks to determine whether learning outcomes are being met. Benchmarks will be set using baseline data from several years of assessments at the start of the process..

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

Review data collected and develop summary report. Summary report will be shared with faculty during an SFS faculty meeting. Raw assessment data and full analysis will be made available to any interested faculty. During the meeting, the results will be discussed; during and after the meeting, an action plan for going forward and making any necessary changes will be developed. The action plan will be implemented over the next academic year.

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

Direct measures:

- Exams and assignment scores from Food Chemistry, Food Microbiology, and Food Product Development will be used to evaluate level of comprehension of Food Science concepts
- Assignments from Food Safety and Quality, Food Processing, and Food Chemistry will be used to evaluate ability to critically evaluate food science issues
- Assignments from Food Safety and Quality and Food Product Development will be used to evaluate critical thinking
- Assignments from Food Processing and Food Product Development will be used to assess communication skills

All artifacts will be collected every 1-3 years.

Indirect measures:

- Senior exit survey and interview (looks at all learning outcomes, collected every year)

5. When will assessment activities occur and at what frequency?

Indirect assessments will occur every year. Direct assessments will occur every 1-3 years.

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	<input checked="" type="checkbox"/>	
Brief Description of financial impact:	Program will use existing faculty and department resources.		

Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is 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 2017		
Date Received by the Office of the Provost and Executive Vice President:	1/11/17		
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1/19/2017		
UCC Item Number:	UCC-17-015a		
UCC Approval Date:	01/30/2017	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:			



Food Science Major-Fermentation Science Option (B.S.F.S.):

This Bachelor of Science degree requires a total of 122-123 semester hours. At least 40 of the total hours required for the degree must be in upper division courses (300-400 level). Required course work includes the university requirements (see regulation J-3 p.55) and:

BIOL 250	General Microbiology	3 cr
BIOL 255	General Microbiology Lab	3 cr
BUS 321	Marketing	3 cr
CHEM 111	Principles of Chemistry I	3 cr
CHEM 112	Principles of Chemistry II	3 cr
COMM 101	Public Speaking	3 cr
ENGL 317	Technical Writing	3 cr
FS 113	Intro to Vines and Wines	4 cr
FS 220	Food Safety & Quality	3 cr
FS 301	Food Mycology	3 cr
FS 302	Food Processing Lab	1 cr
FS 303	Food Processing	3 cr
FS 304	Cereal Chemistry and Processing	3 cr
FS 401	Industrial Fermentations	3 cr
FS 402	Ciders and other Fermentation Foods	3 cr
FS 416	Food Microbiology	3 cr

FS 417	Food Microbiology Lab	2 cr
FS 418	Oral Seminar in Food Science	1 cr
FS 422	Sensory Evaluation of Food & Wine	3 cr
FS 423	Sensory Evaluation of Food & Wine Lab	1 cr
FS 460	Food Chemistry	3 cr
FS 461	Food Chemistry Lab	1 cr
FS 465	Wine Microbiology & Processing	3 cr
FS 466	Wine Microbiology & Processing Lab	1 cr
FS 489	Food Product Development	3 cr
FS 498	Internship	cr arr
PHYS 111	General Physics I	3 cr
STATS 251	Statistical Methods	3 cr

One of the following (3 cr):

BIOL 115	Cells and Evolution of Life	3 cr
BIOL 154	Intro to Microbiology	3 cr

One of the following (3-4 cr):

BIOL 300	Survey of Biochemistry	3 cr
BIOL 380	Intro to Biochemistry	4 cr

One of the following (4 cr):

CHEM 275	Carbon Compound	3 cr
CHEM 276	Carbon Compounds Lab	1 cr
CHEM 277	Organic Chem I	3 cr
CHEM 278	Organic Chem I Lab	1 cr

One of the following (4 cr):

MATH 160	Survey of Calculus	4 cr
MATH 170	Analytical Geometry & Calculus I	4 cr

One of the following (3 cr):

PHIL 103	Ethics	3 cr
PHIL 351	Philosophy of Science	3 cr

Courses to total 122 credits for this degree

**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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	College of Business and Economics		
Department/Unit:	Department of Business		
Dept/Unit Approval Date:	10/14/2016	Vote Record:	Passed unanimously 18 for
College Approval Date:	11/14/2016	Vote Record:	Passed unanimously 20 for
CIP code (Consult Institutional Research):	52.1402		
Primary Point of Contact (Name and Email):	Scott Metlen	metlen@uidaho.edu	

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

Practitioners of business analytics, in the age of big data, propose ways to improve an organization's effectiveness. They advise managers on how to make organizations more profitable through reduced costs and increased revenues. According to U.S. Bureau of Labor Statistics (BLS) data, employment of management analysts – including business analysts – is expected to grow 14% from 2014 to 2024. This growth is much faster than the average for all occupations. BLS reports for May 2015 showed that the median annual income for all management analysts, including business analysts, was \$81,320. There will be no added work load, as all classes are already taught. Admissions requirements will remain the same as will degree requirements, this proposal is for a minor in Business Analytics. We are not proposing a major in Business Analytics, as analytics are always done in some context such as finance, management, operations management, and so on.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	

Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	<input checked="" type="checkbox"/>	Yes	If yes, how many courses will be created:			

If the request is for an option or emphasis enter the associated major and degree:

Major:		Degree:	
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	Business Analytics
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	<p>List the intended learning outcomes for the program component, 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:</p> <p>Minor in Business Analytics</p> <p>Students will be able to explain a variety of analytic techniques (tools/methods) germane to organizational science.</p> <p>Students will understand how various analytic techniques are applied to:</p> <ul style="list-style-type: none"> • Portfolio analysis • Process analysis • Market analysis • Production analysis • Decision analysis • Human Resource analysis <p>Students will be able to interpret and use information generated from analytic techniques, and to effectively communicate (written, orally) analytic results to support organizational decisions. Measures of communication effectiveness will be based on course-specific grading rubrics.</p>
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2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
<p>The following process will be used annually to evaluate student achievement as it relates to intended learning outcomes:</p> <ul style="list-style-type: none"> • Led by the Business Analytics Minor advisor and faculty who teach classes in the minor will meet on an annual basis to refine and update student learning outcomes as they pertain to the Business Analytics Minor. Note that this is an activity that already takes place among the faculty for all programs in the CBE. • The Business Analytics Minor advisor, in consultation with the Assistant Dean of the College of Business and Economics, will evaluate prior year's assessment information. Input will also be sought concerning any possible issues related to AACSB accreditation. • The faculty involved in teaching the Business Analytics Minor will evaluate appropriateness and effectiveness of measurement items and tools being used to evaluate student achievement. Measurement items and tools will be adjusted as deemed necessary by faculty. • Data will be collected from current year courses within the minor. The Business Analytics Minor advisor will obtain debriefs from a sample of instructors concerning performance of students enrolled in the emphasis and identify areas of improvement. The Business Analytics Minor advisor will conduct personal interviews with a sample of students enrolled in the emphasis. • Business Analytics Minor advisor and involved faculty will meet to discuss collected data/information concerning student achievement as it relates to emphasis' intended learning outcomes and plan program improvement measures. <p>The Business Analytics Minor advisor and involved faculty will implement a program of improvement measures.</p>	
3.	How will you ensure that the assessment findings will be used to improve the program?
<p>As with all other majors, we take feedback from assessment and adjust curriculum and delivery. These steps are documented and can be traced. In addition, the CBE is accredited by AACSB and the Golf Management program is accredited by the PGA of America. In addition, The University of Idaho is accredited by the Northwest Commission on Colleges and Universities (NWCCU), which also requires continual measurement and assessment of program quality. All programs are on a five year rotation. For each accreditation program evaluations are made to determine if that feedback loop is indeed followed. Thus, the feedback from assessment continuously guides our improvement efforts.</p>	
4.	<p>What direct and indirect measures will be used to assess student learning?</p> <p>Direct: Direct assessment of student learning will be measured using scores/grades on assignments, quizzes, and examinations within the specific courses that the student takes to complete their emphasis requirements.</p> <p>Indirect: the PGA reports how our students are doing and the Program receives feedback from students about their learning experience and how those experiences have prepared them for a career in the golf industry.</p> <p>Indirect: The PGA program knows exactly where their students are hired, internship supervisors provide feedback to the program on each student, in addition students complete surveys on their internships and learning activities throughout the program. The PGA is always assessing the effectiveness of the program through accreditation and evaluation of each student's performance once per year. In addition, the Assistant Dean in the College of Business and Economics employs a survey tool to measure self-reported learning from graduates across all discipline areas in the college. While the information from this survey is primarily used for college accreditation purposes, it can also be used to assess student learning at the level of major, option, and emphasis.</p>
5.	When will assessment activities occur and at what frequency?
<p>Assessment activities will take place on a regular basis.</p> <ul style="list-style-type: none"> • <i>Course assessment</i> will take place every semester using information collected from student evaluations, course-specific surveys, and aggregate student performance on assignments, quizzes, examinations, and applied course projects. • <i>Program assessment</i> of the emphasis will take place on an annual basis. All areas in the CBE currently assesses all SLOs on an annual basis. 	

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	xx
Brief Description of financial impact:	Cost of startup and operations is zero, benefits may top \$250,000 if the program attracted over 50 new students.	

Distance Education Availability

This section must be completed if program component request section is 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	xx
*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 if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	xx	
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:	
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Date Received by the Office of the Provost and Executive Vice President:	11/18/2016		
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1/19/2017		
UCC Item Number:	UCC-17-023a		
UCC Approval Date:	01/30/2017	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:			

Business Analytics Minor

This minor is only open to students pursuing College of Business and Economics degrees.

Required Courses

MIS 455 Data Management of Big Data (3 cr.)
 Bus 439 Systems and Simulation (4 cr.)
 Math 330 Linear Algebra (3 cr.)
 Stat 431 Statistical Analysis (3 cr.)

Electives (choose two)

Acct 420/520 Accounting Analytics (3 cr.)
 Bus 453 Database Design (3 cr.)
 Bus 421 Market Research (3 cr.)
 MKTG 431 Marketing Analytics (3 cr.)
 Bus 456 Quality Management (same as Stat 456) (3 cr.)
 CS 336 Introduction to Information Assurance (3 cr.)
 Econ 453 Econometrics (same as Stat 433) (3 cr.)
 Geog 385 GIS Primer (3 cr.)
 Math 438 Mathematical Modeling (3 cr.)
 Stat 404 Special Topics (3 cr.)
 Stat 422 Sample Survey Methods (3 cr.)
 Stat 426 SAS Programming (likely to become Introduction to SAS and R) (3 cr.)
 BUS 463 Portfolio Management (3 cr.)

Courses to total 19 credits for this minor

**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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	College of Business and Economics		
Department/Unit:	Department of Business		
Dept/Unit Approval Date:	10/14/2016	Vote Record:	24 for, one abstaining
College Approval Date:	11/14/2016	Vote Record:	21 for, one opposed
CIP code (Consult Institutional Research):	52.1401		
Primary Point of Contact (Name and Email):	Steven R. Shook	shook@uidaho.edu	

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

Overview and Rationale

Similar to the term *management*, the term *analytics* embraces a wide swath of applied academic disciplines. One such discipline is marketing analytics, which is generally defined as the practice of measuring and analyzing data with the goal of determining the performance of marketing efforts (e.g., return on investment of promotional campaign, effectiveness of channel service offerings, efficiency of segmented pricing strategy). The discovery of patterns of data generated from marketing analytics allows for a comprehensive marketing perspective that is then used to (1) develop more effective strategies and tactics and (2) reallocate resources to meet organizational goals. This request is for the approval of a *Marketing Analytics Emphasis* curriculum within the *Marketing* degree, which has been designed to align with anticipated employment needs of Idaho.

According to the Idaho Department of Labor, the career identified as *Marketing Research Analyst and Marketing Specialist* is ranked 9th in their list of “Hot Jobs” for the time period of 2012-2022; it is one of two business-related disciplines enumerated in their top twenty list (the other being “*Sales Representatives-Wholesale and Manufacturing*,” ranked 14th). Idaho has defined Hot Jobs as those that, on average, rank highest in three major criteria: abundance of jobs in the Idaho economy, jobs that are growing the fastest within Idaho, and jobs with the highest pay. Note that the Idaho Department of Labor was tasked to carry out a comprehensive employment analysis in order to assist the governor and the State Board of Education in their development of policy and strategy to successfully fill high demand career sectors. Their analysis yielded the Hot Jobs list. The proposed emphasis area will provide appropriate training for individuals that wish to pursue the *Marketing Research Analyst* career.

Significant demand for individuals trained in marketing analytics is also evident in the national employment market. For instance, Forbes magazine reported that “*As of our analysis date (July 2013), there were 23,118 job postings that included one or more of the requirements: marketing analytics, advanced analytics, marketing mix modeling, media mix modeling or digital attribution. The growth rate in marketing-related analytics hires is what’s eye-popping – up 67% over the past year, and 136% over the past*

three years. Over the past year, the number of jobs with “big data” as a requirement increased 63%, so the marketing side even beats that.” This trend has continued; examination of employment posts on the American Marketing Association’s career board in September 2016 reveal that one in four job postings include marketing analytics-related expertise/skill as either a required or desired qualification.

Note that in February 2015, Provost Aiken approved a request by the College of Business and Economics to hire a tenure-track marketing position focused on “quantitative methods associated with marketing phenomenon” due to identified employment demands within Idaho. This position was filled, resulting in an expansion of the marketing program’s capacity to offer this proposed emphasis.

No change in workload is expected to occur due to course offerings. One new course, Mktg 431, has been developed as a requirement for this emphasis, but the delivery of another marketing course has been adjusted to accommodate this new course. In other words, no additional sections are to be taught that would impact overall teaching capacity. Workload is expected to increase with respect to class sizes since the new emphasis is expected increase enrollment in the marketing degree program. Capacity exists, however, to increase enrollments in the core marketing courses.

Admissions requirements for the proposed emphasis are the same as those for all students admitted into the College of Business and Economics.

Information Sources:

- https://www.labor.idaho.gov/wia1/meetings/011316/Tran3_Combined.pdf
- https://labor.idaho.gov/publications/edu/Minutes_8-13-12.docx
- <https://labor.idaho.gov/publications/hotjobs.pdf>
- <http://www.forbes.com/sites/forbesinsights/2013/08/02/analysis-shows-jump-in-marketing-analytics-jobs>
- <https://www.ama.org/>

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	Fall 2017
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input type="checkbox"/>	Law Level:	<input checked="" type="checkbox"/>	Credit Requirement:	120
Are new courses being created:	No	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	If yes, how many courses will be created:	1	

If the request is for an option or emphasis enter the associated major and degree:

Major:	Marketing	Degree:	B.S. Business
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	Marketing Analytics
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	<p>List the intended learning outcomes for the program component, 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:</p> <p>Students will be able to explain a variety of analytic techniques (tools/methods) germane to marketing management.</p> <p>Students will understand how various analytic techniques are applied to:</p> <ul style="list-style-type: none"> • Marketing mix (i.e., product, pricing, channels, promotion/IMC) • Segmentation, target marketing, positioning strategy • Market forecasting • New product design and brand management • Sales force allocation <p>Students will be able to interpret and use information generated from analytic techniques, and to effectively communicate (written, orally) analytic results to information consumers (e.g., marketing director, product line manager, brand manager, price analyst). Measures of communication effectiveness will be based on course-specific grading rubrics.</p>
2.	<p>Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:</p> <p>The following process will be used annually to evaluate student achievement as it relates to intended learning outcomes:</p> <ul style="list-style-type: none"> • Led by the Marketing Area Coordinator, marketing faculty will meet on an annual basis to refine and update student learning outcomes as they pertain to the Marketing Analytics Emphasis. Note that this is an activity that already takes place among the marketing faculty for the Marketing-General Emphasis, Marketing-Entrepreneurship Emphasis, and Marketing-PGA Option. • Marketing faculty, in consultation with the Assistant Dean of the College of Business and Economics, will evaluate prior year’s assessment information. Input will also be sought concerning any possible issues related to AACSB accreditation. • Marketing faculty will evaluate appropriateness and effectiveness of measurement items and tools being used to evaluate student achievement. Measurement items and tools will be adjusted as deemed necessary by faculty. • Data will be collected from current year courses within the emphasis. Marketing Area Coordinator will obtain debriefs from a sample of instructors concerning performance of students enrolled in the emphasis and identify areas of improvement. Marketing Area Coordinator will conduct personal interviews with a sample of students enrolled in the emphasis. • Marketing faculty will meet to discuss collected data/information concerning student achievement as it relates to emphasis’ intended learning outcomes and plan program improvement measures. • Marketing faculty will implement a program of improvement measures.

3.	How will you ensure that the assessment findings will be used to improve the program?
<p>The College of Business and Economics is accredited by the Association to Advance Collegiate Schools of Business (AACSB). AACSB requires continual measurement and assessment of program quality. The University of Idaho is accredited by the Northwest Commission on Colleges and Universities (NWCCU), which also requires continual measurement and assessment of program quality.</p>	
4.	What direct and indirect measures will be used to assess student learning?
<p>Direct assessment of student learning will be measured using scores/grades on individual assignments, quizzes, and examinations within the specific courses that the student takes to complete their emphasis requirements.</p> <p>In addition, direct assessment of student learning of marketing analytics will be measured more holistically in the marketing capstone course. In this course, student teams are involved in an applied project that integrates concepts and skills developed across the business and marketing curricula. A significant component of each project requires the use of marketing analytic skills/tools and interpretation of results developed from the tools. Not only does the applied project capture student learning, it captures retention and integration of concepts across the marketing curriculum. Performance on the marketing analytics component of the project is measured separately, such as:</p> <ul style="list-style-type: none"> • What analytic tools were employed in the project and why were these specific tools employed? • Were analytic tools correctly used? • Were correct interpretations made with regard to information generated from analytic tools? • Were results from information generated from analytic tools appropriately applied to strategy and tactics developed for the project? <p>Student projects are typically assessed using one of three methods or a combination of these three. A grading rubric developed by the course instructor is the most common tool used to assess student projects. The rubric lists the specific components of the project that are being assessed and the expectations of acceptable/unacceptable levels of performance for each component.</p> <p>If the course project involves a client organization (e.g., business, nonprofit, unit at the university), then a holistic multi-item rating scale is occasionally implemented by the instructor. Here, an individual from the organization assesses the project based on defined expectations - expectations set at the beginning of the project between the team members and the client organization. Typically, the holistic multi-item rating scales is used in conjunction with the instructors grading rubric to assess student learning.</p> <p>Student peer review of fellow team members' performance is the third method of assessment of course projects. Student assessment utilizes scaled questions (some faculty use as many as 30 questions) that are focused on peer contribution to meeting very specific project objectives. If an instructor uses student peer reviews to assess student learning, then they typically use a grading rubric as well.</p> <p>Indirect assessment of student learning will be employed by surveying graduates in the program. Currently, the Assistant Dean in the College of Business and Economics employs a survey tool to measure self-reported learning from graduates across all discipline areas in the college. While the information from this survey is primarily used for college accreditation purposes, it can also be used to assess student learning at the level of major, option, and emphasis.</p> <p>The last indirect measure of student learning will be an annual assessment of grades students received in each course required to complete the marketing analytics emphasis (i.e., those courses listed in the "Curriculum" section of this form). This will allow for identification of potential issues that may be associated with a specific course; for example, if 95 percent of students in a course are earning A's or B's, then this may suggest that course rigor is lacking, instructor expectations are set too low, potential grade inflation, or some other issue.</p>	
5.	When will assessment activities occur and at what frequency?
<p>Assessment activities will take place on a regular basis.</p> <ul style="list-style-type: none"> • <i>Course assessment</i> will take place every semester using information collected from student evaluations, course-specific surveys, and aggregate student performance on assignments, quizzes, examinations, and applied course projects. • <i>Program assessment</i> of the emphasis will take place on an annual basis. The marketing area currently assesses all SLOs on an annual basis for its one option and two emphases. Since some courses are required for the option and all emphases, included the proposed marketing analytics emphasis, it is important to understand how these courses and structured and delivered to successfully achieve all option/emphases SLOs. 	

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	X
Brief Description of financial impact:	<p>No additional financial resources are anticipated to deliver this new emphasis. In particular, workload is not expected to increase despite the creation of a new course (Mktg 431) that will be an emphasis requirement. Mktg 431 was offered as a Bus 404 during the 2015-2016 academic year. To accommodate this new course, the number of sections of Bus 321 (marketing's principles course) was reduced from five to four per academic year – thus freeing up a section. This change had no effect on the ability of the marketing area to successfully deliver Bus 321. Mktg 431 is expected to be taught one semester per academic year (most likely during the spring semester).</p> <p>In addition, the delivery of this emphasis is expected to have a positive financial impact through increased student enrollment.</p>	

Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is 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:	11/18/2016		
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1/19/2017		
UCC Item Number:	UCC-17-023b		
UCC Approval Date:	01/30/2017	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:			

Bus 324 Consumer Behavior (3 cr)
 Bus 421 Marketing Research and Analysis (3 cr)
 Bus 428 Marketing Management (3 cr)

Marketing Analytics Emphasis

Mktg 431 Marketing Analytics (3 cr)
Stat 422 Sample Survey Methods (3 cr)
Stat 431 Statistical Analysis (3 cr)

Three credits from the following courses:

Anth 416 Qualitative Social Science Methods (3 cr)
Math 330 Linear Algebra (3 cr)
MIS 455 Data Management for Big Data (3 cr)
Psych 430 Tests and Measurements (3 cr)
Stat 426 SAS Programming (3 cr)
Stat 507 Experimental Design (3 cr)
Stat 514 Nonparametric Statistics (3 cr)
Stat 516 Applied Regression Modeling (3 cr)

Tier 1 Marketing Electives

Three credits from the following courses:

Bus 420 Promotional Strategy (3 cr)
Bus 422 Personal Selling and Sales Force Management (3 cr)
Bus 424 Pricing Strategy and Tactics (3 cr)
Bus 425 Retail Distribution Management (3 cr)
Bus 426 Marketing Channels Management (3 cr)
Bus 427 Services Marketing (3 cr)
Bus 495 Product Development and Brand Management (3 cr)
AgEc 333 Introduction to Sales (3 cr)
Econ 352 Intermediate Microeconomic Analysis (3 cr)

Courses to total 120 credits for this degree

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #15

**3:30 p.m. - Tuesday, January 31, 2017
Paul J. Joyce Faculty-Staff Lounge & Skype for Business
Order of Business**

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #14, January 17, 2017 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

University Curriculum Committee (vote)

- **FS-17-030** (UCC-17-024) – J-1-b Upper-division credits and J-5-1 - Community College Credit Limitations (Chermak)
- **FS-17-032** (UCC-17-032) – Law 3+3 Bachelors and Juris Doctor Degrees (Dodge)

VII. Special Orders.

- Efficiencies and Effectiveness Centralization Subcommittee (Fizzell)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #14
FS-17-030, 032
EECS material

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #14, Tuesday, January 17, 2017

Present: Adekanmbi, Anderson (Mike), Anderson (Miranda), Barbour, Boschetti, Brandt, Brewick, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Donohoe, Fisher, Folwell, Hrdlicka, Johnson, Markuson, Morrison, Nicotra, Wilson, Payant, Pregitzer, Sixtos, Vella, Wiencek (w/o vote). **Absent:** Berven, Folwell, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Markuson. **Guests:** 5

The Chair called meeting #14 to order at 3:31. A motion (Hrdlicka/M. Anderson) to approve the minutes from November 29th passed unanimously.

Chair's Report: Chair Brandt welcomed everyone back for the start of the spring semester. She commented that today's meeting would end promptly at 4:30 in order to get the room ready for the dedication of the Paul J. Joyce Lounge. If the Senate has not finished all items on the agenda, she will ask for a motion to postpone discussion on those items until next week. In other announcements, Chair Brandt stated that Vice Chair Patrick Hrdlicka is resigning from BAG (Benefits Advisory Group) and the Vandal Strategic Loan Program. She asked for volunteers from the Senate to serve on either of these two committees. BAG is an advisory group that works closely with HR on health insurance benefits. The Vandal Strategic Loan Program exists to provide resources to departments and colleges. Members of the loan committee review grant applications twice a year to determine how to allocate the funds.

Provost's Report: Provost Wiencek reported on budget requests to the state. Next week is education week and all the institutions of higher education will be making presentations to JFAC. Governor Otter has presented his proposed budget. The Governor's proposal includes funding for the Coeur d'Alene Computer Science Program. The budget did not include base funding for the Library. The University of Idaho (UI) will continue to advance that proposal. The Governor's budget includes funds for a dairy initiative even though the UI had not intended to make this request until next year. This is a university-wide proposal termed Idaho CAFE (Center for Agriculture, Food and the Environment). The CAFE request will have additional money coming in future years. These funds will accumulate in the Permanent Building Fund until the UI is prepared to come forward with a fully articulated plan. The Governor's proposed budget included a comparable amount of infrastructure funding for other institutions. A proposed 3% CEC (change in compensation) was also included in the governor's budget.

Provost Wiencek discussed recent developments involving program prioritization. This workgroup requested an extension before submitting their report. He expects them to be ready by the end of the month. The Provost's intention is for the recommendations to be presented to the Senate and in open forums on campus and at the Centers. He emphasized that the recommendations will not be finalized until feedback is received from the Senate and the open forums.

Provost Wiencek also noted that we will once again participate in the "Great Places To Work For" survey. We intend to do oversampling so all employees will have the opportunity to participate. We will see if this provides us with any additional information. The Provost was asked about the breakdown of the CEC. Would all of it come from state funds? The Provost noted that typically state funded CEC's only fund an increase for around half of our employees. In order to fund a CEC that covers all of our employees, we will have to use other sources of funds. We have been seeking to place more employees on state appropriated funds.

Strategic Enrollment Management: Chair Brandt introduced Dean Kahler as the new Vice Provost for Strategic Enrollment Management. Dr. Kahler noted that he has been on campus for three months and hopes this is the start of a continuing conversation with the Senate.

He explained that his position encompasses both recruiting and retention. He emphasized that recruitment is all about “relationship building” and we need to recruit students one at a time. There are various ways to do this. An important aspect of recruiting in our current context is that Idaho ranks near the bottom in terms of the rate at which high school students go on to college.

- We need to start with students early in high school to change their attitude towards college.
- We need to work with students and their families about financial planning.
- There are many opportunities to help make financing a college education reachable.
- Competition for students is fierce and no longer tied to a particular region. We not only need to defend our market but be able to go into other markets.
- We need to be able to differentiate “our brand” and talk about what is unique to the UI.
- We need to focus on strong academic quality, while framing this in a way that a 17 year-old student will relate.
- We will be expanding our WUE program to include Washington and Oregon high school students with at least a 3.2 GPA.
- He has met with the deans to discuss possible expansion of the Idaho Promise program.
- The NAVITAS program is an international pathway program that will be on our campus in February. This program will help us recruit international students.
- We have recently hired new student recruiters and are working on developing training programs that will emphasize goals and territory management.

Dr. Kahler also discussed retention efforts. Keeping our students here is easier than recruiting new students. A 1% increase in retention will increase our funds through tuition by \$250,000. Having a better retention and graduate rate will allow us to tell better graduation stories. We have to develop ways to evaluate students who are struggling and provide ways to help. We also need to help our students understand their debt load. The debt load of our students ranks reasonably well nationally and the average salary earned by our students at mid-career is above average. The future success of UI students is something we can advertise to our prospective students. The Vandal Student Success Center is a great concept and he is developing a team to focus on how we are using our resources to better serve our students. Dr. Kahler emphasized the importance of developing strong academic advising networks, as well as strengthening Career Services used by students throughout their college careers and beyond. He also stressed the need to get students to graduate in four years. He expects his office to be data-driven to help better recruit and retain students.

A Senator asked how a program could access data that would help with recruiting. Dr. Kahler suggested that one start would be by identifying the exact problem that needs addressed. He would be willing to meet with departments to discuss how to market their programs. Another Senator asked about the proposed expansion of WUE since we had moved away from WUE in recent years. Dr. Kahler suggested that the cuts to WUE made financial sense several years ago and helped to stabilize the budget. However, when they looked at our tuition situation today, relative to the surrounding states, it became obvious that our ability to draw students from Washington and Oregon had diminished. Using WUE for Washington and Oregon students helps make us competitive again. Another Senator suggested that we look at students from the District of Columbia since these students apparently get a \$10,000 grant for out-of-state tuition. Dr. Kahler stated that he would look into this and noted that there were other states, like California, that were exporting a lot of students.

FS-17-028 (UCC-17-006a) Education Name Change. Professor Allen Kitchel from the College of Education presented this proposal. The College of Education is requesting to change the name of “Occupational Education” to “Workforce Training and Development” to better address potential demand for this degree. This proposal passed unanimously.

FS-17-029 (UCC-17-006b) Political Science Teaching Minor. Professor Kitchel explained that changing the name of the Political Science teaching minor to American Government/Political Science Teaching Minor would better link this minor to the teaching endorsement needed by those teaching high school. This proposal also included a small change in the required curriculum. The proposal passed unanimously.

FS-17-031 (UCC-17-030) General Education Requirements. Professor Kenton Bird, Director of General Education, was invited to speak to the proposed changes to “J-3-a”. J-3-a discusses the general education requirements for Communication. These proposed changes fall into four categories:

1. Division of the single Communication category into two: Written Communication and Oral Communication. These match the General Education categories in the State Board of Education’s policy and align with the General Education Matriculation (GEM) designation of the Idaho Course Transfer Portal. <http://idtransfer.org>
2. English 101 and 102 are the only courses to fulfill the Written Communication requirement.
3. Four courses (Comm 101, Philosophy 102, English 313 and English 317) will meet the SBOE criteria for Oral Communication. UCGE reviewed the course descriptions and learning outcomes for these courses and approved their designation for Oral Communication.
4. Additional courses have been added to meet UI General Education criteria for Social Science and International courses.

Professor Bird also suggested a small edit which consisted of adding the word “test” before the word scores in the paragraph on written communication. This was accepted by the Chair as a minor edit.

A Senator wondered about the use of courses designated as Business Writing and English Writing as oral communication courses. Professor Bird noted that the course descriptions were changed to include oral communication even though the course titles remained the same. A Senator asked whether the total number of general education credits had changed. Professor Bird noted that the total number of credits required had not changed. With the hour getting short the Chair asked for a vote. The motion passed without objection.

Adjournment: Chair Brandt invited everyone to stay for the dedication of the faculty lounge as the Paul J. Joyce Faculty/Staff Lounge. A motion (Brewick/Morrison) to adjourn at 4:27 passed unanimously.

Respectfully submitted,

Don Crowley, Faculty Secretary &
Secretary to the Faculty Senate



**Attending a
conference?**

**Medical
appointment?**

**Family
obligation?**

**Going out
of town?**

**Scheduling
conflict?**

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Dear College UCC Representative,

The following two changes to UI Baccalaureate Degree requirements, highlighted in yellow below, have been proposed to UCC and will be taken up again for discussion at the Dec. 5 meeting.

The committee is requesting that UCC representatives circulate and request feedback from their colleges about the proposed changes, particularly regarding what impact, if any, they might have on degree programs.

To summarize:

J-5-a brings UI into conformity with SBOE language that strikes the limit of credits that can be transferred from 2-year colleges.

J-1-b, which would increase the minimum number of upper-division credits from 36 to 42, is being proposed as a way to assure rigor and depth in the UI undergraduate degree once the 70-credit lower-division transfer credit limit is removed. UI is presently at the low end of peer and nearby universities at its 36 upper-division credit requirement.

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 40** 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.

and

J-5. Credit Limitations. A candidate may count toward a baccalaureate degree no more than:

~~**J-5-a.** Seventy credits earned at junior or community colleges, or one half of the total credits required for a student's intended baccalaureate degree, whichever is the higher number.~~

J-5-b. Forty-eight credits in any combination of credits granted for the following types of courses: credit based on test scores (for CLEP, College Board advanced-placement tests, ACT, SAT, COMPASS), credit by examination (challenge), experiential learning, independent study, technical competence, vertically-related course credit, and vocational-technical or military school courses. This 48-credit limitation may be exceeded for good cause with the approval of the Academic Petitions Committee (file petition through dean's office). Note: credits earned through any combination of external study and technical competence cannot exceed a maximum of 32 of the allowable 48 credits.

J-5-c. Twelve credits earned under the pass-fail option (see B-11).

TO: Faculty Senate
 FROM: Patricia Hart, Chair, University Curriculum Committee
 Kenton Bird, Director, General Education
 RE: Catalog regulation J-1-b (Upper-division credit requirements)
 DATE: January 20, 2017

In conjunction with the request to delete Regulation J-5-a (the 70-credit ceiling on community college credits applied for a UI bachelor’s degree), the UCC recommends the following change to regulation J-1:

J-1-b. A minimum of ~~36~~ 40 credits in upper-division courses (numbered 300 or above) is required for a baccalaureate degree.

Adoption of this language would assure that all students earning a bachelor’s degree, regardless of major, from the University of Idaho:

- Complete sufficient upper-division courses that build on the foundation of lower-division courses taken at UI and elsewhere. (One-third of the credits for a 120-credit bachelor’s degree must be at the 300- or 400- level.)
- Develop in-depth knowledge of subject matter at an intermediate and advanced level.
- Acquire additional research, analytical and writing skills that are emphasized in the UI’s upper-division courses.

Without increasing the number of upper-division credits, UCC believes that repeal of the 70-credit limit on community college requirements leaves open the possibility that a student could apply up to 84 credits towards a bachelor’s degree. The additional four upper-division credits would still allow two-thirds (80 credits) of the coursework to be at the 100- and 200- level.

By comparison, other regional universities, including several peer institutions, have the following requirements for upper-division and in-residence credits. UI is presently at the low end of peer and nearby universities with a 36 upper-division credit requirement.

Undergraduate upper-division and in-residence requirements for B.A./B.S.

<u>Upper-division credit requirements</u>		<u>Credits in residence requirement</u>	
UI	36	UI	30
BSU	40	BSU	30
ISU	36	ISU	28
Montana State	42	Montana State	30
WSU	40	WSU	30
Utah State	40	Utah State	20
Colorado State	42	Colorado State	30
Montana	42	Montana	30 *

* 30 of the last 45 credits must be earned at the University of Montana

UCC approved both catalog changes (J-1-b and deletion of J-5-a) in a single motion at its Dec. 5 meeting. Thank you for your consideration of these proposals.

UNIVERSITY CURRICULUM COMMITTEE
2016-17 Meeting #10, December 05, 2016

Present: Patricia Hart, Dan Eveleth, Rick Stoddart, Don Crowley, Kenton Bird, Dinara Storfer, Tara Hudiburg, Jeanne Stevenson, Robert Heinse, Joe Law, Heather Chermak

Absent: Austin Blacker, Ankan Guria, Brianna Larson, Matthew Brehm, Jerrold Long

Others present: Grace Miller, Dwaine Hubbard, Rebecca Frost, Diane Kelly-Riley

Call to order: A quorum being present, the Chair called the meeting to order at 3:30 PM in the Idaho Commons Crest Room. Don noted a correction to the November 28 minutes: “offer upper-division credits in ‘related fields’” should read “require upper-division credits as ‘related fields.’” The minutes were approved unanimously, as amended.

New Business:

UCC-17-030 OFFICE OF THE REGISTRAR

Kenton Bird introduced the changes. He explained that in the online GEM portal, the University’s communication courses are all designated as “oral” as opposed to “written.” Joe Law asked what changed at the State Board level that now requires this change and Kenton responded that the changes come from the state-wide General Education committee. Heather noted that prior requirements were not broken down this specifically.

Diane Kelly-Riley noted that the Engl 101 and 102 sequence is standard for all UI students. Kenton noted that there are a couple universities with different “written” requirements. It was moved and seconded to approve the changes, but no vote took place.

Joe noted that adding an additional 3 credits of Written Communication makes most engineering majors 131 credits. Kenton responded that in the process of transcribing high test scores, the credits for 101 are automatically awarded. Heather Chermak noted that many students go directly into 102, so the proposal is not changing much of the current language. Diane noted that Boise State University’s General Education requirements feature the following language in their Written Communication requirement: “3-6 credits depending on placement.” Joe noted that many students do take more than 6 credits of written communication courses, but the problem is with requiring a higher number. He also noted that adding Engl 317 as an alternate second part of the 101/102 sequence would allow the College of Engineering to maintain their majors’ current credit limits.

The committee elected to use the same language as BSU and reinsert “the requirement is proficiency.” Kenton informed the committee that he would send a summary of the proposed changes to Grace Miller if the committee approved them as friendly amendments.

Regarding the Oral Communication requirement, Kenton noted that 1) the changes are appearing before the State Board in February 2017 and 2) in order to have the necessary courses listed in GEM, the committee needs to approve them and send them on to Senate. Pat noted that these courses appeared last year and UCC asked that descriptions be updated.

Dan Eveleth asked if a college could propose a General Education course and Kenton responded that any proposed course would need to pass UCGE. Rick Stoddart asked whether there were any concerns that

fewer students would take 207, 208, or 316 after they are removed from the Oral Communication list. Diane responded that fewer students may take 316, but 207 and 208 typically see high enrollment. She noted that the courses' content did not fulfill the requirements.

Kenton summarized the remaining changes—adding courses with the General Education designation and re-lettering the requirements for consistency.

The motion on the table passed unanimously, including suggested changes to the proposed language.

Old Business:

UCC-17-024 OFFICE OF THE REGISTRAR

Pat Hart suggested increasing the upper-division credit requirement in J-1-b to 42 credits (UCC-17-030) in conjunction with striking J-5-a. She identified other universities with the same credit requirement. Dan moved to amend the requirement from 36 to 40 credits, rather than 42. It was seconded and the motion passed unanimously.

Jeanne Stevenson noted that they are two different issues; one is State Board policy, the other is University policy. She noted: "they don't really have a relationship."

It was moved and seconded to approve the changes to J-5 jointly with the approved change to J-1-b. The motion carried.

Chairperson Hart closed the meeting at 4:47 PM. UCC will reconvene on January 23, 2017.

Grace Miller

UCC Secretary

To: Heather Chermak, Registrar, and University Curriculum Committee

From: Jeffrey A. Dodge, Associate Dean, College of Law

RE: 3+3 Program with Bachelors and Juris Doctor Degrees

I'm writing to request the reactivation of the University of Idaho's 3+3 program between the baccalaureate and Juris Doctor degrees. This long-standing collaboration slid off from the list of active programs and has been in a dormant state ever since. There is increased interest by a number of baccalaureate degree advisors who support undergraduate students beginning their Juris Doctor degree early. Moving the 3+3 program from the dormant list of programs back into an active status will enhance our ability to recruit undergraduate students seeking to enroll in law school and retain them for their law degrees. The College of Law has active 3+3 degree programs with BYU Idaho, College of Idaho, and Boise State University, so the moving of the program back into active status is also about ensuring our own undergraduate students have this opportunity. The College of Law faculty adopted the 3+3 program years ago. The 3+3 program still carries the support of the College of Law faculty and the move to the dormant programs list was done administratively. At a recent faculty meeting, I notified the College of Law faculty that we are pursuing reactivation of the 3+3 program.

About the 3+3 Program

The American Bar Association's accreditation standards permit law schools to enroll students still in the process of completing their baccalaureate degrees so long as it will be completed by the end of the first year in the Juris Doctor degree. As a result of this standard, many law schools have 3+3 programs that allow undergraduate students, with the permission of their major advisor, to count up to 30 credits of the first year law curriculum toward the completion of the baccalaureate degree. A qualified student would complete three years of the baccalaureate degree and finish the remaining credits through the courses in the first year curriculum of the law degree. The law degree takes three years to complete, thus the 3+3 program title. The combined curriculum takes a year off a of student's schooling.

The conditions that must be met for a 3+3 degree student to receive serious consideration from the College of Law Admissions Committee are: (1) demonstration of outstanding ability by a cumulative grade point average at the most recently entered class median or higher, currently a 3.24 GPA; (2) demonstration of excellent aptitude for law study by a score on the LSAT at the most recently entered class median or higher, currently a 152; and (3) submission of a letter from the undergraduate major department attesting to the fact that the applicant will receive the baccalaureate degree after the successful completion of up to 30 credits of law study.

Result of Reinstatement

Students may be approved for admission to the College of Law after successful completion of 90 semester credits of undergraduate study. University of Idaho students who receive the approval of their undergraduate department major may use up to 30 credits of the first year law degree towards their baccalaureate degree. The College of Law Admissions Office will advise students on the law school admissions requirements. University of Idaho degree programs may decide individually if this opportunity works for their students and advise accordingly.

Efficiencies and Effectiveness via Centralization Subcommittee

Purpose

To make recommendations on:

1. Whether a substantial improvement in University of Idaho functions (e.g., IT, HR, Finance, Development, Communications/Marketing, Research Support, etc.) can be achieved via a shift from highly distributed managerial oversight to a more centralized approach.
2. What functions to centralize (if any), whether it should be wholesale or partial centralization, and projected impact on the University of Idaho (i.e., what will change, who will be affected, and how would the transition best be handled).

Committee Members

Greg Fizzell (Chair), Andrew Kersten (Dean, CLASS), Ben Hunter (Associate Dean, Library), Kathy Canfield-Davis (Department Chair, Leadership and Counseling), Philip Scruggs (Department Chair, Movement Sciences), Bernhard Stumpf (Faculty, Physics), Patrick Wilson (Faculty, CNR), Deb Eisinger (Staff, Finance), Chad Neilson (Staff, Web Communications & Operations).

Scope

The subcommittee is approaching this as an informal, initial step towards understanding what different individuals and constituent groups across the institution perceive to be the relative advantages and disadvantages of distributed managerial oversight versus a more centralized approach. We will sample a broad cross-section of the University using various methods.

Methods and Constituent Groups

The methods and constituent groups identified below represent our initial strategy. As interviews and focus groups are conducted, additional methods, individuals and constituent groups might be identified as important supplements.

Personal Interviews

1. VP for Finance
2. VP for Infrastructure
3. VP for Advancement
4. VP for Research and Economic Development

Focus Groups

1. Provost's Council
2. Faculty Senate
3. Staff Council
4. Marketing and Communications Team
5. Web Team
6. Affirmative Action Coordinators (AACs)
7. Council of the University Business Officers (CUIBO)
8. Distributed IT staff that do not report to central ITS

Deliverables

1. Identify advantages and disadvantages of centralizing certain University functions per various constituent groups across the institution.
2. Provide recommendations for centralization and potential impacts.
3. Qualitative summary of interview and focus group results

Definitions/Assumptions

Improvement: something that enhances value or excellence.

Assumption: What might be considered an improvement by one party or entity, may not be considered an improvement by another, even if money is saved, the function is more efficient etc.

Centralization: to bring to center: consolidate <centralize all the data in one file>. To concentrate by placing power and authority in a center or central organization <centralize several functions in a single agency>.

Assumption: Certain functions could be partially centralized. For example, IT professionals could be trained and managed by central ITS, but embedded in units to ensure a high level of service.

Timeline

January & February 2017 - Data collection

As of 1/26 the committee has conducted personal interviews with the VPs. Focus groups begin the week of January 23 and continue into February.

March 2017 - Data compilation and report preparation

March 27, 2017 - Report submitted to Institutional Planning and Effectiveness Committee

Ad Hoc Subcommittee: Efficiencies and Effectiveness via Centralization

Objective: Make a recommendation on whether a substantial improvement in University of Idaho functions (IT, HR, Finance, Development, Advising, Communications/Marketing, Research Support etc.) can be achieved via a shift from highly distributed managerial oversight to a more centralized approach. Make a recommendation of what functions to centralize (if any), whether it should be wholesale or partial centralization, and projected impact on the University of Idaho (i.e. what will improve, what will change and how would the transition best be handled).

Committee Members: Greg Fizzell (Chair), Andrew Kersten (Dean, CLASS), Ben Hunter (Associate Dean, Library), Kathy Canfield-Davis (Department Chair, Leadership and Counseling), Philip Scruggs (Faculty, Movement Sciences), Bernhard Stumpf (Faculty, Physics), Patrick Wilson (Faculty, CNR), Deb Eisinger (Staff, Finance), Chad Neilson (Staff, Web Communications & Operations).

This Subcommittee shall

1. Invite each VP and Presidential direct reports to discuss whether there are opportunities to improve effectiveness (not necessarily cost savings, but also improved quality and consistency of service) via centralization or other means. If so, sketch out a proposed range of possible change scenarios and anticipated benefits
2. Meet with the Deans, Directors and key administrators as a group to discuss the relative merits and challenges with centralizing some of these service areas as well as the relative preferences on which areas make sense for centralization (if any)
3. Meet with other key constituents such as faculty and those staff that might be impacted by centralization

Final report:

Provide a final report for review by the IPEC by **March 27, 2017**. The report will be forwarded to President Staben after IPEC review. IPEC may add its thoughts on the report in a cover letter sharing the report with the President. Fundamentally, the report should summarize discussion on the above points, and make a recommendation on whether to pursue centralization of some or all of the proposed areas and, if needed, suggested next steps to start a process that would result in centralization of services that are deemed to be best managed centrally.

University of Idaho
Institutional Planning & Effectiveness Committee

Efficiencies and Effectiveness via Centralization Subcommittee

Focus Group Questions

Preamble: Our subcommittee has been charged with making a recommendation on whether a substantial improvement in University of Idaho functions (e.g. IT, HR, Finance, Advancement, MARCOMM) can be achieved via a shift from highly distributed managerial oversight to a more centralized approach.

Your answers to the following questions will help us make our recommendations.

1. Please describe "distributed managerial oversight" within your unit.
2. Do you see any advantages in the current models?
3. What are some of the challenges of the current model?
4. Will centralizing managerial oversight improve efficiency and effectiveness?
5. Do you have suggestions for implementing those changes?
6. Closing comments?

University of Idaho
2016-2017 FACULTY SENATE AGENDA

Meeting #14

3:30-4:30 p.m. - Tuesday, January 17, 2017

Brink Hall Faculty-Staff Lounge & Skype for Business

5:00 p.m. Dedication of Brink Lounge – Paul J. Joyce Faculty/Staff Lounge

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #13, November 29, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- Enrollment Management (Kahler)

VI. Committee Reports.

University Curriculum Committee (vote)

- **FS-17-028** (UCC-17-006a) - Education Name Change (Kitchel)
- **FS-17-029** (UCC-17-006b) Political Science Teaching minor to American Government/Political Science Teaching minor (name change) (Raney)
- **FS-17-031** (UCC-17-030) – J General Requirements (Bird)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #13
FS-17-028, 029, and 031

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #13, Tuesday, November 29, 2016

Present: Adekanmbi, Anderson (Mike), Anderson (Miranda), Barbour, Brandt, Brewick, Brown, Caplan, Crowley (w/o vote), Fisher, Folwell, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Markuson, Morrison, Nicotra, Panttaja, Payant, Pregitzer, Sixtos, Stegner, Vella, Wiencek (w/o vote).
Absent: Boschetti, Cannon (Boise), Chung, Wolf. **Guests:** 14

The Chair called meeting #13 to order at 3:34. A motion (Hrdlicka/Foster) was made to amend the minutes from November 15th. On page 3, first sentence, should read: "A motion (Vella/Hrdlicka) was made to add the UI program in exercise science & health as a similar program." and under graduate admissions second paragraph eighth sentence add after enrollment deadlines "...and how this might affect our recruitment efforts." This motion passed without objection. A motion (Payant/Nicotra) to approve the November 15th minutes, as amended, passed without objection.

Chair's Report: Chair Brandt reminded Senators of the University Faculty Meeting next Tuesday (December 6th) and asked everyone to encourage their colleagues to attend in order to increase the likelihood of obtaining a quorum. Chair Brandt then asked for an amendment to the agenda in order to accommodate time restraints on some participants. In particular, the Chair asked that the requested change to the Standing Rules of the University be presented earlier than listed on the agenda. A motion (Hrdlicka/Miranda Anderson) to make this change passed unanimously.

Provost's Report: Provost Wiencek, under some pressure to provide a quick report, noted that program prioritization work groups are meeting and doing good work. These groups have been identifying broad criteria for conducting program prioritization. They haven't developed specific metrics at this point. Early next semester would be a good time for these work groups to report on what metrics have been developed.

A Senator asked about the proposed implementation of the new FLSA rules which have apparently been put in limbo by a recent federal court decision. The Senator was particularly interested in how these proposed changes affected post-docs. The Provost stated that the new labor department guidelines are not the only reason the University had been looking at the question. Many institutions have adopted NIH salary guidelines for post-docs. Since we are moving towards achieving a market based compensation system, adjusting those who were on the cusp of the FLSA guidelines would help put us into a more competitive market position. Provost Wiencek felt that these changes would put us into a good position and therefore there was no need to pause the implementation of the FLSA guidelines.

Communications: Office of Economic Development and Research. Chair Brandt introduced Janet Nelson as the Vice President for Research and Economic Development. Vice President Nelson stated that she has been on campus since early September. Since arriving on campus she has been very excited about meeting many faculty and staff. She noted that her office will be focusing on various large interdisciplinary research initiatives. These include:

- Fire
- Dairy
- Cyber Security
- Bolstering the relationship with the Idaho National Laboratory

She is also interested in developing better ties with foundations and corporations along with encouraging initiatives in the social sciences and humanities.

A Senator commented that in the past the University has focused on several strategic areas and her introductory comments suggest that she intends to continue on this path. Does she see opportunities for those whose research falls outside the strategic areas? V. P. Nelson responded that she felt there were other opportunities. She stated that there were some areas that possessed a critical mass of researcher's which would help the UI to become nationally known for such research.

Another Senator noted that none of the areas she mentioned are health related even though the NIH was one of the largest sources of grants. V.P. Nelson responded that she wasn't ignoring NIH and would certainly encourage more COBRE grants. The UI just passed \$100 million in research dollars and getting to the goal of \$160 million would take some large grants. While it takes advanced planning to pursue some of the larger grants, she didn't want to discourage those seeking smaller grants.

A Senator suggested that the UI has many pockets of smaller groups of people pursuing some common research. These smaller groups could use help to develop larger research proposals and opportunities. Chair Brandt added that those in the social sciences and humanities could use support in seeking funded research opportunities. There is more opportunity for such grants than the University has realized. Vice President Nelson acknowledged that her office could help provide resources and infrastructure to help and encourage those who are new to the grant process.

A final question addressed the possibility of developing a pool for start-up funds. V. P. Nelson stated that her office was working on a proposal to UBFC to create a pool of centrally funded start-up funds. These funds would need to be matched by colleges and departments. Her office is also looking towards developing guidelines regarding how start-up funds might be managed.

FS-17-025: FSH 1540—Standing Rules of the University Faculty. Chair Brandt invited Professor Kenton Bird to discuss his proposed revision of an earlier Senate action. In September, the Senate passed a motion to remove Section E from FSH 1540. Removing Section E resulted in abolishing the requirement of having a fall faculty meeting. The Senate's action had the result of removing the long-standing tradition of having a fall faculty meeting at which the President invites the Deans to introduce new faculty in their colleges. Professor Bird noted that he has attended many fall faculty meetings and found something of value in all these meetings. He also noted that he had a conversation with the President who indicated that he supported such a meeting. Instead of removing the requirement for a fall meeting, Professor Bird proposed revising Section E in a manner which would keep the requirement of having a meeting within the first six weeks. The change would allow more flexibility in developing a list of new faculty and subsequently posting the information on the University's website. Professor Bird suggested that his proposal would continue the tradition for the formal introduction and welcome of new faculty to the Vandal family. Referring to a comment from Bruce Pitman, Professor Bird noted introducing new faculty helped to demonstrate that the "University of Idaho is big enough to matter and small enough to care."

A Senator echoed Professor Bird's comment that the first faculty meeting was a wonderful opportunity to meet new colleagues. Faculty Secretary Crowley noted that the Senate Leadership supported this revision. The original proposal to drop the requirement for the fall meeting occurred out of frustration in arranging the annual fall meeting. There was a short discussion of whether the FSH needed to specify who has responsibility for organizing the meeting. Professor Crowley expressed optimism that the details of organizing the meeting could be worked out without specifying the details in the FSH. Chair Brandt stated that the proposed revision would help avoid some of the frustration by eliminating the requirement for

producing the published list of new faculty before the meeting, and also more clearly specifying that it is the President who convenes the meeting.

A motion (Foster/Folwell) to approve the proposed revision offered by Professor Bird passed without objection. Because this revision altered a previous action by the Senate, a motion (Panttaja/Nicotra) to substitute this proposal for the previous action also passed without objection.

FS-17-026: APM 20.23—Payment Card Processing. Chair Brandt introduced Vice President Dan Ewart and Linda Campos to discuss the APM on Payment Card Processing. Mr. Ewart explained that the need for this new policy was clear. There could be significant fines if we were not in compliance with the requirements of the payment card industry. Chair Brandt stated that one reason for presenting this to the Senate was to help draw attention to the new policy and UI employees needed to become familiar with it.

Vice-Chair Hrdlicka wondered about how training could be ensured. Ms. Campos stated that this would be managed by her office. A Senator stated that in her department they have to fill out a form with the credit card information. Ms. Campos stated they were trying to move away from this. Paper forms should be processed quickly and the paper with credit card information on it should be destroyed.

Sabbatical Leave 2017-18. The recommendations for sabbatical leave were presented to the Senate. The Senate approved the recommendations without objection.

FS-17-024 (UCC-17-021a,b,c,d,e,)—College of Agricultural & Life Sciences
UCC-17-021a—Biological & Agricultural Engineering to Soil & Water Systems
UCC-17-021b—Soil & Water Systems
UCC-17-021c—Entomology, Plant Pathology & Nematology; Plant Sciences
UCC-17-021d—Entomology BS. Ag.L.S.
UCC-17-021e—Horticulture & Urban Agriculture, Biotechnology and Plant Genomics, Crop Science, and Crop Management

Chair Brandt introduced Professor Larry Makus to discuss the multiple aspects of the reorganization planned for the college. Professor Makus outlined the major changes. Professor Makus explained that as a result of the last prioritization process the Biological & Agricultural Engineering Department was divided. The six faculty that remained in the College of Agriculture were combined with the faculty in Plant, Soil, and Entomological Sciences to create a new department with a new major. This proposal also moved other programs into a renamed Soil and Waters Systems Department (see chart for a more detailed account of new programs and degrees).

A Senator asked why some of the programs required 128 credits, while other only required 120? Professor Makus stated that the number of credits required was usually left up to departments as long as they were within the Board's guidelines. Another Senator wondered about the impetus for these changes. Professor Makus stated that beyond dealing with the remnants of the old "Biological & Agricultural Engineering Department", a strong emphasis already existed within the college regarding water and soil issues like irrigation and conservation, so this seemed like a desirable direction. A Senator asked about the net administrative costs resulting from these changes? Professor Makus felt that the net administrative costs were close to zero.

Another Senator asked about the emphasis on water and whether any attempts had been made to consult with other programs on campus that emphasize broader water issues? Professor Makus hoped that there would be attempts to promote synergies between the various programs that focus on water.

Professor Makus also briefly discussed the bifurcation of existing programs within the college. This proposal also involved taking previous emphasis areas and creating new majors. The result of this reorganization was a new department of Entomology, Plant Pathology and Nematology. There was a short discussion of new majors and eventually the question of the difference between majors and areas of emphasis wormed its way into the discussion. Professor Makus stated that part of their strategic goal was to increase graduate enrollment. It was also noted that in the future a new major in the area of entomology would probably be proposed.

The Senate passed all the proposed changes unanimously.

FS-17-027: FSH 6880—Campus Recreation. Chair Brandt invited Rob Anderson to discuss issues involved with charging faculty and staff for use of the pool. Chair Brandt explained that several years ago the Swim Center decided that it was necessary to charge faculty and staff a fee for use of the Swim Center. They came to the Senate to explain the need to charge a nominal fee. At the time it was not noticed that there is a provision in the FSH 6880-D that stated that faculty and staff may use the swim center free of charge. Thus, there is an APM allowing for a fee, which is not in compliance with the FSH. Rob Anderson, from University Sports Services, stated that they had not been aware that charging a fee for use of the swim center contradicted anything in the FSH. He proposed that references to the swim center in FSH 6880 be removed. He noted that charging \$100 for use of the pool was actually a good deal.

A Senator noted that removing all references to the swim center in FSH 6880 would mean that there would be no policies in the FSH regarding the swim center. Mr. Anderson stated that there would be references to the swim center in the APM. There was a discussion about the differences between the APM and the FSH and what types of policies/procedures should be contained in each. There was a residual concern that removing all references to the swim center in the FSH would deprive the Faculty Senate's ability to have any further input into the Swim Center.

A Senator asked what the view of the Senate Leadership was. Chair Brandt stated that leadership was concerned about the existence of a policy in the FSH that stated that there would be no charge for faculty/staff use of the swim center while an APM allowed for a charge. She further stated that the contradiction could be resolved by leaving references to the swim center in FSH 6880 but to remove the specific statement in FSH 6880-D that stated that there would be no charge. The Faculty Secretary noted that there was no motion on the table. A motion (Morrison/Brewick) to eliminate FSH 6880-D was made. This motion passed unanimously.

Adjournment: Having passed the witching hour a motion (Panttaja/Fisher) to adjourn at 5:04 passed unanimously.

Respectfully submitted,
Don Crowley, Secretary to Faculty Senate and Faculty Secretary

**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 session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	Education		
Department/Unit:	Curriculum and Instruction		
Dept/Unit Approval Date:	9/2/2016	Vote Record:	17 favor / 0 opposed/ 1 abstention
College Approval Date:	9/23/2016	Vote Record:	Approved/No opposition/Consent agenda
CIP code (Consult Institutional Research):	13.1319 (Technical Teacher Education)		
Primary Point of Contact (Name and Email):	Allen Kitchel: C&I Department Chair	akitchel@uidaho.edu	

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

Change of name from "Occupational Education" to "Workforce Training and Development" to better addresses potential demand for this degree and better represents the direction of future program refinement. This name change requires no additional resources or faculty. The name change will allow the program to continue to train occupational instructors for secondary and postsecondary institutions, and add the ability to recruit other students into the program who are interested in workforce training outside of the traditional educational setting.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. ****Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	CTE: Occupational Education option
New Name:	CTE: Workforce Training and Development option
Current Degree:	
New Degree:	
Other Details:	Major name stays the same, that being "Career and Technical Education" (CTE), the option name "Occupational Education" is what is being changed to "Workforce Training and Development".
Effective Date:	Fall 2017

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	Modify:	Discontinue:	Implementation Date:
Graduate Level:	Undergraduate Level:	Law Level:	Credit Requirement:
Are new courses being created:	No	Yes	If yes, how many courses will be created:

If the request is for an option or emphasis enter the associated major and degree:

Major:	Degree:
--------	---------

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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:
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
3.	How will you ensure that the assessment findings will be used to improve the program?
4.	What direct and indirect measures will be used to assess student learning?
5.	When will assessment activities occur and at what frequency?

Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	
Brief Description of financial impact:		

Distance Education Availability

This section must be completed if program component request section is 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 if program component request section is 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.

Implementation Effective Date:	Summer 2017		
Date Received by the Office of the Provost and Executive Vice President:	11/28/16		
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
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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Department/Unit:	Curriculum and Instruction		
Dept/Unit Approval Date:	9-2-2016	Vote Record:	17 favor / 0 opposed/ 0 abstention
College Approval Date:	9-23-2016	Vote Record:	Approved/No opposition/Consent agenda
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Taylor Raney tcraney@uidaho.edu		

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

Idaho Code (IDAPA 08.02.02.022.02) reads, “American Government /Political Science (6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey.”

Proposed name change aligns the UI teaching minor name to how it is described in Idaho code. These minor curriculum changes were also made for alignment with Idaho code.

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Current Name:	Political Science Teaching Minor
New Name:	American Government/Political Science Teaching Minor
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	Fall 2017

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist 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. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	Modify:	Discontinue:	Implementation Date:
Graduate Level:	Undergraduate Level:	Law Level:	Credit Requirement:
Are new courses being created:	No	Yes	If yes, how many courses will be created:

If the request is for an option or emphasis enter the associated major and degree:

Major:	Degree:
--------	---------

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

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4.	What direct and indirect measures will be used to assess student learning?
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Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	
Brief Description of financial impact:		

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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	

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This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	
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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.

Implementation Effective Date:	Summer 2017		
Date Received by the Office of the Provost and Executive Vice President:	11/28/16		
Date Received by Budget Office, if applicable:			
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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:			

TO: Faculty Senate
FROM: Kenton Bird, Director, General Education
RE: Catalog regulation J-3 (General Requirements for Baccalaureate Degrees)
DATE: January 13, 2017

This memorandum will provide background on proposed changes to Regulation J-3, scheduled for consideration by the Senate on Tuesday, January 17, 2017. The changes fall into four categories:

1. Division of the single *Communication* category into two: *Written Communication* and *Oral Communication*. These match the General Education categories in the State Board of Education's policy and align with the General Education Matriculation (GEM) designations on the Idaho Course Transfer Portal.
2. Under Written Communication, designation of English 101 and 102 as the only courses to fulfill this requirement (through placement or completion of the course), as well as description of the UI's procedure for placement based on test scores. *This is consistent with an agreement among all of the two-year and four-year schools in Idaho for first-year writing.*
3. Designation of four courses that meet the SBOE criteria for Oral Communication: Comm 101, Engl 313, Engl 317 and Phil 102. (Three other courses are deleted from this category.)

UCGE reviewed the learning outcomes for these courses in April 2015 and approved the Oral Communication designation for each. Although the board is considering changes to the learning outcomes in SBOE Policy III-N, the instructors for these courses are confident the courses continue to satisfy these outcomes. The General Education Assessment Committee will review assessment data for these courses in the spring of 2017.

The catalog language for Engl 313 and 317 was amended in 2016 to reflect the oral communication component as follows:

Engl 313 Business Writing (3 cr): Principles and practice of effective business communication. Projects teach conventions of tone and style appropriate to the specific discourse situation in a variety of formats, including oral, written, visual, and multimedia genres. Prereq: Engl 102 or Equivalent; Sophomore standing.

Engl 317 Technical Writing (3 cr): Principles and practice of effective technical communication. Projects teach conventions of tone and style appropriate to the specific discourse situation in a variety of formats, including oral, written, visual, and multimedia genres. Prereq: Engl 102 or Equivalent; Junior standing or Permission.

4. Additional courses that meet UI General Education criteria for Social Sciences and International requirements, indicated with underscores.

These changes were approved by the University Committee on General Education in Spring 2016 and by the University Curriculum Committee on Dec. 5, 2016. Please feel free to contact me if you have any questions: kbird@uidaho.edu or 208-885-4947. Thank you for your attention to these items.

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. General Education Curriculum and Learning Outcomes. 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.

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 student working toward a baccalaureate degree must complete the necessary course work in the ~~six~~seven categories described below (J-3-a through J-3-fg). 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-~~ed~~, J-3-~~fe~~, J-3-~~gf~~ 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. Written Communication (3-6 ~~5-7~~ cr, depending on placement). 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~~ To fulfill this requirement, students must complete Engl 101 and Engl 102 or attain satisfactory scores for both courses. The following specific provisions apply to the English composition component:

1. Based on placement, a student may be required to take up to 6 credits to satisfy this requirement. Students are provisionally placed in a required English composition course based on their SAT Verbal and/or ACT English

~~scores. The University of Idaho offers an additional placement tool, the Write Class Idaho: www.writeclassuidaho.com~~

~~2. 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.~~

~~3. UI accepts credits earned in comparable writing courses taken at other accredited institutions. (See credit limitation in J-5-d.)~~

~~**J-3b. Public Speaking, Oral Communication (2-3 cr)**~~

~~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, one of the following four courses are expected to meet the proficiencies for Oral Communication courses contained in Section III-N of the Idaho State Board of Education Governing Policies and Procedures.—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-cb. 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-de. 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-ed. 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 Britain 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 130 Introduction to Criminology \(3 cr\)](#)
 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-ef. 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 General Education course in another category 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 General Education course in another category 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 ReIS 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 ReIS 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 ReIS 447 The Renaissance (3 cr)
 Hist 448 or ReIS 448 The Reformation (3 cr)
 Hist 449 Tudor-Stuart Britain 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 385 Political Philosophy \(3 cr\)](#)
 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-~~g~~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-de, J-3-ef, J-3-fg categories, students must
complete a total of 18 credits.*

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #13

**3:30 p.m. - Tuesday, November 29, 2016
Brink Hall Faculty-Staff Lounge & Skype for Business**

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #12, November 15, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- Office of Economic Development and Research (Nelson)
- **FS-17-026:** APM 20.23 – Payment Card Processing (Campos/Ewart)(FYI)

VI. Committee Reports.

- **Sabbatical Leave 2017-18** (Stevenson) (vote)
- **University Curriculum Committee** (vote)
 - **FS-17-024** (UCC-17-021a,b,c,d,e) – College of Agricultural & Life Sciences: Combining and renaming department, new/reassign majors (Makus, et. al.)
 - UCC-17-021a - Biological & Agricultural Engineering to Soil and Water Systems (SWS)
 - UCC-17-021b - Soil & Water Systems (new degree/consolidation)
 - UCC-17-021c - Entomology, Plant Pathology & Nematology; Plant Sciences (new unit/bifurcation)
 - UCC-17-021d - Entomology B.S.Ag.L.S. (new major)
 - UCC-17-021e - Horticulture & Urban Agriculture, Biotechnology and Plan Genomics, Crop Science, and Crop Management (new/consolidation)

VII. Special Orders.

- **FS-17-025:** FSH 1540 – Standing Rules of the University Faculty (Bird)(vote)
- **FS-17-027:** FSH 6880 – Campus Recreation (Anderson)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #12
FS-17-024 through 027

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #12, Tuesday, November 15, 2016

Present: Anderson (Mike), Brandt, Brewick, Brown, Cannon (Boise), Caplan, Crowley (w/o vote), Donohoe, Fisher, Folwell, Foster, Hiromoto (Idaho Falls), Hrdlicka, Markuson, Morrison, Nicotra, Payant, Pregitzer, Sixtos, Vella, Stevenson for Wiencek (w/o vote), Wolf. **Absent:** Adekanmbi, Anderson (Miranda), Barbour, Boschetti, Chung, Godfrey (Coeur d'Alene), Panttaja, Stegner. **Guests:** 6

The Chair called meeting #12 to order at 3:32. A motion (Donohoe/Brewick) to approve the minutes for the November 8th meeting passed without objection.

Chair's Report: Chair Brandt reminded everyone that they should consistently read the Register. It contains important reminders of meetings and deadlines. The University Faculty Meeting is on December 6th, please remind your colleagues of that important meeting. The committee preference forms for next year have been sent out. It is crucial to get faculty to volunteer for committees to ensure the continuing viability of faculty governance.

Chair Brandt also reminded everyone that the deadline to complete the university training modules is December 21st. The University Distinguished Professor Committee has a couple of openings for this year. If Senators have any nominations, please forward them to one of the senate leaders. In response to a question from a Senator, Vice Provost Jeanne Stevenson stated that the committee convenes after the first of the year and it isn't necessary to recuse oneself from the award to nominate someone.

Provost's Report: Vice Provost Jeanne Stevenson stated that initial activities for program prioritization are beginning this Friday. University Excellence Awards are coming up. Recommendations for the teaching and advising awards are due by December 2nd. The University Budget & Finance Committee process has started with final proposals due by the end of the year. The next iteration of the unit cascading plans is due by the end of this week (November 18th).

University Promotions Committee: Chair Brandt reminded Senators that nominations for the University Promotions Committee need to be sent to the Provost's Office. Senators should talk to those they wish to nominate to ensure they are willing to serve. Please see the FAQ's sent out by the Faculty Secretary's Office.

Office of Public Safety & Security: Chair Brandt invited Matt Dorschel to discuss the Office of Public Safety and Security (Safety). This office is focused on creating and maintaining a safe environment for the UI Community. This office is also responsible for compliance with the Clery Act. They have developed a Threat Assessment and Management Team. When necessary, this team seeks to develop fact-based assessments of students, employees, or other individuals whose conduct raises a concern about a potential threat. They offer many training programs related to threat assessment and preparation. One of the programs they provide is the "Active Shooter Response Training Program." Mr. Dorschel emphasized that this was a very safe campus, but participating in these training programs will help make people aware of the proper steps to take in an emergency. A Senator asked about the TLC and expressed concerns about the inability to lock classroom doors. Mr. Dorschel responded that one of the purposes of the training was to look at particular buildings and analyze what responses might be best under the circumstances. Chair Brandt recommended that colleges take advantage of these training programs and noted that the Safety had provided useful information and suggestions to the College of Law.

A Senator asked if Safety had engaged in a systematic threat assessment of all the buildings on campus? Mr. Dorschel thought that this would be a good idea, but they haven't had the ability to do this across campus. Another Senator asked about the available training and why it wasn't more broadly known that people needed to obtain the necessary training. Mr. Dorschel stated that it was important for employees to take

these training modules and that supervisors were responsible to ensure that this occurs. His office is trying to create “partners in safety” and they hope supervisors will reach out to them.

FS-17-022: FSH 1620—University Level Committees: Vice Chair Hrdlicka discussed the proposals from Committee on Committees. He explained that the proposed change to FSH 1620 was designed to allow Senate committees to vote by email after the issue had already been discussed at a previous meeting. Voting by email might be appropriate under these circumstances, if each committee member agrees to allow it. The change allows for email voting, as long as any committee member may say that they want to meet again and thus veto an email vote. The Faculty Secretary commented that the purpose was to allow committees to be more efficient, while still trying to ensure discussion, obtain consensus, and assure openness. The proposed change to FSH 1620 also allows committee chairs to recommend names of students and staff who might be willing to serve on that committee. The proposed revisions passed unanimously.

FS-17-023: FSH 1640.83 - Student Appeals Committee and FSH 1640.93 - Student Disciplinary Review Board (SDRB): Vice Chair Hrdlicka explained that these proposed changes were to inform members of the SDRB and the new Student Appeals Committee that their terms on the committee would extend through the summer and into the fall semester (if necessary) until new members could receive Title IX training. The purpose of this change is to allow these committees to function until new members receive training. This proposal passed unanimously.

FS-17-019: (UCC-17-018a,b,c) CLASS: Journalism and Mass Media—Film Studies: This degree in Film & Television Studies creates a new degree using existing courses taught across several departments. While no one from JAMM was present to speak to this curricula change, Senator Nicotra from the English Department volunteered to comment. The English Department is a partner for this degree. Senator Nicotra commented that this was an interdisciplinary program. It has aspects of film and TV production as well as aspects of criticism and the study of film as an Art. The proposal passed without objection.

FS-17-020 (UCC-17-019a,b,c) Biological Sciences—Medical Science Program: Professor Nagler (Biological Sciences) was invited to speak in favor of the creation of a new major called Medical Sciences. Professor Nagler stated that the program was designed to prepare students for any type of health care profession. He noted that no program like this existed in the State of Idaho. The curriculum works with the other majors in Biological Sciences and uses existing courses. A Senator raised a concern about the omission of some chemistry courses that he felt were necessary. More generally, the Senator wondered whether the curriculum prepared someone for graduate school, if they didn't go into medical school. Professor Nagler asserted that this would be our most difficult major and would certainly prepare students for graduate school. He also noted that electives could be added. He added that this program would be useful for someone going into law or hospital administration as well.

A Senator expressed concern that this new major might take students away from the program in exercise science & health, which also prepares students for medical professions. She wondered how the marketing and advising for pre-health programs would work? Professor Nagler answered that any four-year degree, could be used by students planning to go to medical school. He felt that this new program would be marketed by the University especially because the President was interested in promoting the degree. He didn't believe that those involved in advising would necessarily direct students into this program. A Senator agreed that he didn't think there would be any attempt to make this the default program for the 800 students interested in pre-health programs.

A Senator suggested making a friendly amendment to add the exercise science & health program to the proposal as a similar program in Idaho. Professor Nagler did not wish to do this, since he did not consider the curriculum of the two programs as similar. The Senator noted that the program at Montana State in exercise science was included in the proposal as a similar program in the area.

A motion (Vella/Hrdlicka) was made to add the UI program in exercise science & health as a similar program. Program Nagler stated that this new program had a distinctive curriculum and was not similar to any existing program in the state. The discussion that followed seemed to lead to a consensus that there were other programs in the state that prepared students to go into the health professions, but that this new program offered a different curriculum from these other programs. The motion failed 5-10-4. Another motion was offered to drop the Montana State program as being a similar program. This was accepted as a friendly amendment. A Senator asked about the estimate that fifty students would enroll in this program in the first year. Professor Nagler acknowledged that this was an estimate based in part on how many new students in Biological Sciences expressed an interest in such a program. The proposal, as amended, to accept the new major in Medical Sciences passed without objection.

FS-17-021 (UCC-17-001) Graduate Admissions: Chair Brandt invited Dean of the Graduate School Jerry McMurtry to speak in favor of these proposed changes. Dean McMurtry explained that the revisions were aimed at updating the descriptions of the graduate admissions process. A Senator wondered why the document didn't separate out the sections for domestic students, from the sections for international students.

Professor McMurtry stated that in a way the document does that. All students must meet the first set of requirements, and the latter part of the document specifies what extra requirements international students must meet. Another question asked about the international accrediting agencies we used, when accepting an international degree. Dean McMurtry stated that they use the World Accreditation Directory to guide them. A Senator expressed support for the new guidelines and noted that not everyone in the world delivered higher education in the same way that we do. Our admission's policies have inhibited our international enrollment. Dean McMurtry stated that the purpose of these changes was to open-up our policies to enhance our ability to attract international students. There was a short discussion of the lack of flexibility in enrollment deadlines and how this might affect our recruitment efforts. Dean McMurtry stated that it wasn't a strict deadline and that students could still submit materials. He stated that Graduate Council has discussed the possibility of open enrollment, but hasn't agreed to that yet.

A Senator inquired about international students having to pass level six of the language proficiency test. Sometimes students cannot complete level six by October. Dean McMurtry stated that if all the materials are ready to go, a student will be admitted as soon as they demonstrate that they have achieved the necessary level. There was some discussion of the possible difficulties of allowing transcripts that weren't official. Dean McMurtry stated that they have been too risk averse and that was affecting enrollment. He expressed confidence in their ability to discern whether documents were fraudulent. The proposed changes to the graduate admission requirements passed without objection.

December 2016 Graduate List: After having patiently sat through the entire meeting, the Registrar's Office presented the December graduation list. A motion (Folwell/Wolf) to approve the list passed unanimously.

Adjournment: With no new business and darkness gathering outside, a motion (Wolf/Folwell) to adjourn passed unanimously at 4:57.

Respectfully submitted,
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 Revision* Deletion* Emergency
 Minor Amendment
Chapter & Title: _____

Administrative Procedures Manual [APM] Addition Revision* Deletion* Emergency
 Minor Amendment
Chapter & Title: APM 20.23 – Payment Card Processing

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): _____ Daniel Ewart, VP Infrastructure and CIO 1/13/2016
 (Please see FSH 1460 C) Name Date
Telephone & Email: 208-885-2271 dewart@uidaho.edu

Policy Sponsor: (If different than originator.) _____
 Name Date
Telephone & Email: _____

Reviewed by General Counsel Yes No Name & Date: Kent E. Nelson 2015-1215

- 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 policy meets the requirements of the Payment Card Industry for processing, transmitting and disposing of cardholder data. Compliance with the PCI requirements is a requirement for accepting and processing credit and debit cards. Failure to adhere to standard is causing fines and could result in large fines, reputational damage to UI and the inability to accept credit cards.
- II. Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have? Compliance with this policy will have some cost to the complying units, but the cost is necessary for the University to be able to process credit and debit cards.
- III. Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change. None
- IV. Effective Date:** This policy shall be effective immediately upon approval as 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)

APM 20.23 - Payment Card Processing

Created/updated date: January 13, 2016

Preamble: The University of Idaho is committed to providing a secure credit and debit card processing environment for our customers to protect against loss and fraud. To protect customers and limit University liability, we must comply with Payment Card Industry (PCI) requirements for securely processing, transmitting, and disposing of cardholder data. This policy will be effective immediately upon final approval. Final approval on January 13, 2016 by the Vice President for Infrastructure pursuant to delegation of authority from the President.

Contents:

- A. Definitions
- B. Policy
- C. Scope
- D. Guidelines
- E. Exceptions
- F. Contact Information

A. Definitions.

A-1. Owner: The senior employee with direct responsibility for all credit card payment processing activities for their department or unit.

A-2. Contact: The documented employee on file responsible for maintenance and coordination of payment card systems for their department or unit.

A-3. Operator: Any employee tasked with processing card payments for their department or unit.

A-4. Cardholder data: Any payment card information that is processed on behalf of the University of Idaho. This includes card numbers, expiration dates, security codes (located on the back of credit cards) and card holder personal data.

A-5. PCI-DSS: Payment Card Industry – Data Security Standards.

A-6. PA-DSS: Payment Application – Data Security Standards.

A-7. SAQ: Self-Assessment Questionnaire.

A-8. Merchant: Any University unit that accepts debit or credit cards as part of its business process.

A-9. Vendor: Any person or company contracted by the University to facilitate payment card transactions.

A-10. Critical Technology: Any technology device used within, or to connect to or from, the payment card processing environment network or equipment.

B. Policy. All University of Idaho owners, contacts, and operators of any point-of-sale systems, credit payment terminals, or credit processing systems must maintain compliance with current PCI-DSS.

B-1. Pre-approval:

- (1) Only merchants and vendors pre-approved by the Controller's Office are authorized to handle University credit card processing. Third-party vendors or service providers contracted by a merchant must supply a contract addendum or other certification assuring their compliance with the current PCI-DSS and/or PA-DSS as appropriate. If applicable, a list of service providers must

be maintained by the department or unit contact, and the compliance status of each vendor must be verified at least annually.

- (2) Any post-authorization storage of cardholder data must have prior approval of the Controller's Office and must meet current PCI-DSS. An inventory of any storage locations for cardholder data must be kept current with the Controller's Office.

B-2. SAQ Completion Responsibility: Prior to operation of any payment card processing system, and on an annual basis at a time communicated from the Controller's Office with at least 30 days of notice, each department or unit must complete a PCI-DSS Self-Assessment Questionnaire (SAQ) for each operated merchant, along with a corresponding Attestation of PCI Compliance.

B-3. Personnel:

- (1) At the onset of employment, and at least annually thereafter, all owners, contacts and operators directly involved with acceptance or processing of payment card data for the University must complete a comprehensive PCI-DSS compliance and security awareness training as required by the Controller's Office. Annual training must include a review of this policy and any standards set by management to ensure PCI compliance. Any department or unit specific processes or procedures must also be reviewed annually with each operator and internally documented by the department or unit for the SAQ.
- (2) All employees handling cardholder data are considered security sensitive under APM 50.16 and must have completed a criminal background check prior to employment.

B-4. Documentation: Any department or unit operating payment card systems must maintain documentation of all procedures for handling payment card data and systems consistent with PCI-DSS. Documentation required of PCI-DSS and this policy must be readily available during business hours at request of the Controller's Office or the UI Computer Security Incident Response Team.

B-5. Inventory: Any department or unit operating payment card systems must maintain a list of current devices used to process credit cards or used in the cardholder environment and be aware of attempted tampering or replacement of devices. Each device must be appropriately labeled. This list must be supplied to the Controller's Office annually. The inventory list must include:

- Make and model of devices
- Location of each device
- Device serial number or asset tag

B-6. Usage policies for critical technologies:

- (1) All critical technology used within the payment processing environment must be explicitly approved by the Controller's Office and ITS Security Office and inventoried prior to operation.
- (2) Only employees trained in Merchant processes and this policy are permitted to use critical technology, and only if required by their job function.
- (3) All employees using critical technology must be authenticated with a user ID and password (or other authentication item or token).
- (4) Critical technology must only be used for designated business purposes and not for general administrative use which might increase risk to the payment processing environment (e.g., no email, web surfing, instant messaging, etc.).
- (5) Critical technology may only be used on networks approved and designated for payment card processing. Please contact ITS Security Office for review and approval.
- (6) Remote access to critical technologies must:
 - a. Be limited to only uniquely identified employees or vendors with a business need;
 - b. Be configured to automatically disconnect when inactive;
 - c. Restrict vendor or support partner access accounts to active monitoring, with immediate deactivation after use.
- (7) Copying, moving or storing cardholder data on local hard drives or removable electronic media is prohibited.

B-7. Reporting Incidents: In the event of a suspected incident, event, or tampering potentially involving the exposure of cardholder data, immediate notification of the incident must be sent to the following groups:

- ITS Security Office (security@uidaho.edu or 208-885-2522)
- Controller's Office (pci-compliance@uidaho.edu)
- The owner for the Merchant ID

After the incident has been reported, it shall be investigated and escalated in accordance with the Technology Security Incident Response Plan and current PCI requirements.

B-8. Standards: Technical standards are required by PCI-DSS and published regularly on the PCI Security Standards website. Complying with the published standards are required in order to complete annual SAQ successfully and remain compliant. <https://www.pcisecuritystandards.org/>

B-9. Consequences: Failure to remain in compliance with the terms of this policy may result in the loss of the ability to process credit cards and the required payment of assessed fines/fees/penalties until PCI compliance has been regained to the satisfaction of the Controller's Office and the ITS Security Office.

- C. Scope.** This policy applies to all entities processing credit cards directly or on behalf of the University of Idaho.
- D. Process, Procedure, and Guideline.** Additional guidelines, processes, and procedures may be distributed or published by the Controller's Office and ITS in support of this policy and current PCI standards. Please see their websites for current information:
<https://www.uidaho.edu/its/security>
<https://www.uidaho.edu/controller>
- E. Exceptions.** Requests for exceptions in all or part of this policy may be submitted in writing to the University Controller or his or her designee, for review and possible approval. Any exceptions must be renewed annually.
- F. Contact Information.** The Controller's Office can assist with questions regarding this policy and PCI compliance. Phone: (208) 885-6530 or pci-compliance@uidaho.edu.

Provost and Executive Vice President

Administration Building, Suite 105
875 Perimeter Drive MS 3152
Moscow, ID 83844-3152

Phone: 208-885-6448

Fax : 208-885-6558

provost@uidaho.edu

www.provost.uidaho.edu

MEMORANDUM

TO: Liz Brandt, Chair, Faculty Senate
Patrick Hrdlicka, Vice Chair, Faculty Senate

FROM: John Wiencek
Provost and Executive Vice President

DATE: November 29, 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 2017-18.

NAME	DEPARTMENT	TERM
Christine Berven	Physics	AY 17-18
Indrajit Charit	Chemical & Materials Engineering	Spring 2018
Sanford Eigenbrode	PSES	Spring 2018
James Gregson	College of Education	Fall 2017
Ellen Kittell	History	Spring 2018
David Lee-Painter	Theatre	AY 17-18
Jim Liou	Civil Engineering	Fall 2017
Michael Murphy	School of Music	Fall 2017
Nora Olsen	PSES – Extension	Oct. 2017 to April 2018
Samantha Ramsay	Family & Consumer Sciences	Spring 2018
Pedram Rezamand	Animal & Vet Sciences	Fall 2017
Jae Ryu	Biological Engineering	Fall 2017
Julie Son	Movement Sciences	AY 17-18
David Tank	Biological Sciences	Spring 2018
Gregory Turner-Rahman	Virtual Technology & Design	Fall 2017
Steffen Werner	Psychology & Communication	AY 17-18
Michelle Wiest	Statistical Science	AY 17-18
Alex Woo	Math	AY 17-18
JD Wulfhorst	Agricultural Economics	Fall 2017
Tao Xing	Mechanical Engineering	Fall 2017
Rajung Yang	School of Music	Fall 2017
Pingchao Zhu	History	Fall 2017

**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 Agricultural and Life Sciences (CALs)		
Department/Unit:	Biological and Agricultural Engineering (BAE)		
Dept/Unit Approval Date:	October 9, 2015	Vote Record:	6 yes; 0 no
College Approval Date:	10/11/2016	Vote Record:	12 yes; 0 no
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Larry D. Makus, Interim BAE Department Head lmakus@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:	<input checked="" type="checkbox"/>	Modify: Agricultural Systems Management major; Environmental Soil Science emphasis area to a major	<input checked="" type="checkbox"/>	Discontinue:		
Graduate Level:		Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:		Credit Requirement: 128
Option:						
Emphasis:						
Minor:						
Academic Certificate less than 30 credits:						
Teaching Endorsement (Major/Minor):						

<p>Overview of Program Component: <i>Provide a brief narrative description</i></p>	<p>The existing BAE Department will be changed to Soil and Water Systems (SWS) with the CALS soils faculty moving to the re-named Department to join the existing BAE faculty. The SWS Department allows CALS to focus additional attention on water and the critical interaction with soils. Two existing academic programs (Agricultural Systems Management major and the Soil and Land Use emphasis area as a proposed major) will be modified to meet a new SWS core set of courses, with additional modifications to courses in the major. The new major in Water Science and Management will provide an important emphasis on water management, which is critical to all aspects of agriculture in Idaho. The existing MS with a major in Soil and Land Resources (thesis and non-thesis options) and the PhD (major in Soil and Land Resources) will be assigned to the SWS Department. The B.S. AgLS with a major in Sustainable Food Systems and the Soil Science minor will also be assigned to the SWS Department.</p>
<p>Program Component Curriculum: <i>Required courses</i></p>	<p><u>Soil and Water Systems Core</u> <u>(required course work to include the university requirements)</u></p> <p>AGED 406 Exploring International Agriculture OR 3 cr SOC 350 Food, Culture, and Society 3 cr ASM 315 Irrigation Systems and Water Management 3 cr COMM 101 Fundamentals of Public Speaking 2 cr ENGL 313 Business Writing OR 3 cr ENGL 317 Technical Writing 3 cr GEOG 385 GIS Primer 3 cr MATH 143 Pre-calculus Algebra and Analytic Geometry 3 cr PLSC 102 The Science of Plants in Agriculture OR 3 cr REM 221/FOR 221 Ecology 3 cr SOIL 205 The Soil Ecosystem 3 cr SOIL 206 The Soil Ecosystem Lab 1 cr SOIL 438 Pesticides in the Environment 3 cr STAT 251 Statistical Methods 3 cr</p> <p>Water Science and Management major courses</p> <p>CHEM 111 Principles of Chemistry I 4 cr CHEM 111L Principles of Chemistry I Lab 1 cr CHEM 112 Principles of Chemistry II 5 cr MATH 170 Analytic Geometry and Calculus I 4 cr MATH 175 Analytic Geometry and Calculus II 4 cr BIOL 115 Cells & the Evolution of Life 3 cr BIOL 115L Cells & the Evolution of Life Lab 1 cr GEOL 111 Physical Geology for Science Majors 3 cr GEOL 111L Physical Geology for Science Majors Lab OR 1 cr GEOL 101L Physical Geology Lab 1 cr PHYS 111 General Physics I 3 cr PHYS 111L General Physics I Lab 1 cr PHYS 112 General Physics II 3 cr PHYS 112L General Physics II Lab 1 cr</p>

SOIL 415 Soil and Environmental Physics	3 cr
SOIL 422 Environmental Soil Chemistry	3 cr
SOIL 446 Soil Fertility	3 cr
ASM 305 GPS and Precision Agriculture	3 cr
BAE 450 Environmental Hydrology	3 cr
BAE 452 Environmental Water Quality	3 cr
GEOL 309 Ground Water Hydrology	3 cr
HYDR 409 Quantitative Hydrogeology OR	3 cr
HYDR 412 Environmental Hydrogeology OR	3 cr
HYDR 414 Ground-Water/Surface Water Interactions	3 cr
FOR 326 Fire Ecology and Management OR	3 cr
FOR 462 Watershed Science and Management	3 cr
GEOG 475 Intermediate GIS	3 cr
OR GEOG 424 Applications of GIS and Remote Sensing	3 cr
OR FOR 472 Remote Sensing of the Environment	3 cr
Electives to total 128 credits for the degree	
Agricultural Systems Management major courses	
ACCT 201 Introduction to Financial Accounting	3 cr
ACCT 202 Introduction to Managerial Accounting	3 cr
AgEc 278 Farm and Agribusiness Management	4 cr
AgEc 289 Agricultural Markets and Prices	3 cr
AgEc 356 Agricultural and Rural Policy	3 cr
ASM 107 Beginning Welding	2 cr
ASM 112 Introduction to Agricultural Systems Management	3 cr
ASM 200 Seminar	1 cr
ASM 202 Agricultural Shop Practices	2 cr
ASM 305 GPS and Precision Agriculture	3 cr
ASM 331 Electric Power Systems for Agriculture	3 cr
ASM 409 Ag. Tractors, Power Units, and Machinery Management	4 cr
ASM 412 Ag. Safety and Health	2 cr
ASM 433 Agricultural Processing Systems	3 cr
BUS 190 Integrated Business Systems	3 cr
BLAW 265 Legal Environment of Business	3 cr
BIO 102 Biology and Society	3 cr
BIO 102L Biology and Society Laboratory	1 cr
ECON 202 Principles of Micro Economics	3 cr
ENG 105 Engineering Graphics	2 cr
CHEM 101 Introduction to Chemistry I OR	4 cr
CHEM 111 Principles of Chemistry I	4 cr
PHYS 100 and 100L Fundamentals of Physics I and lab OR	4 cr
PHYS 111 and 111L General Physics I and lab OR	4 cr
PHYS 211 and 211L Engineering Physics I and lab	4 cr
AGEC Elective (upper division)	3 cr

	Agricultural and Technical Electives	10 cr
	Life Science Elective	3 cr
	Electives to total 128 credits for the degree	
	Environmental Soil Science Major Courses	
	CHEM 111 Principles of Chemistry I	4 cr
	CHEM 111L Principles of Chemistry I Lab	1 cr
	CHEM 112 Principles of Chemistry II	5 cr
	CHEM 275 Carbon Compounds OR	3 cr
	CHEM 277 Organic Chemistry I	3 cr
	MATH 160 Survey of Calculus OR	4 cr
	Math 170 Analytic Geometry and Calculus I	4 cr
	BIOL 115 Cells & the Evolution of Life	3 cr
	BIOL 115L Cells & the Evolution of Life Laboratory	1 cr
	BIOL 213 Principles of Biological Structure and Function OR	4 cr
	PLSC 205 General Botany	4 cr
	BIOL 250 General Microbiology	3 cr
	BIOL 255 General Microbiology Lab	2 cr
	GEOL 111 Physical Geology for Science Majors	3 cr
	GEOL 111L Physical Geology for Science Majors Lab OR	1 cr
	GEOL 101L Physical Geology Lab	1 cr
	PHYS 111 General Physics I	3 cr
	PHYS 111L General Physics I Lab	1 cr
	PHYS 112 General Physics II	3 cr
	PHYS 112L General Physics II Lab	1 cr
	SOIL 400 Seminar	1 cr
	SOIL 415 Soil and Environmental Physics	3 cr
	SOIL 422 Environmental Soil Chemistry	3 cr
	SOIL 425 Microbial Ecology	3 cr
	SOIL 446 Soil Fertility	3 cr
	SOIL 454 Pedology	3 cr
	SOIL 499 Directed Study	1 cr
	Electives to total 128 cr for the degree	
	MS with a major in Soil and Land Resources (thesis and non-thesis options) – no change in curriculum	
	PhD with a major in Soil and Land Resources – no change in curriculum	
	Soil Science Minor – no change in curriculum	
	BS AgLS – Sustainable Food Systems	

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:	Biological and Agricultural Engineering
New Name:	<u>Soil and Water Systems</u>
Current Degree:	BS, Agricultural and Life Sciences – Agricultural Systems Management major and minor
New Degree:	BS, Soil and Water Systems: Majors in: Environmental Soil Science (existing emphasis area); Agricultural Systems Management (existing major); Water Science and Management (new major)
Other Details:	Changing name of existing department and adding Soils faculty to the Department

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:	Administration will consist of a Department Chair to be selected from within the SOILS/BAE faculty and serving a fixed 3 to 5 year term following procedures of yet to be determined SWS Bylaws. The chair will carry approximately 0.80 administrative responsibility and 0.20 teaching, research or extension responsibility as appropriate to maintaining elements of an active scholarship program. A full time staff Office Manager will report to the chair. This will not be a new position but will be an internal reallocation within CALS to SWS.	

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 will continue to offer two existing academic programs (one elevated from an emphasis area to a major), and add one additional major. Two of the programs are already in place and have established curricula, admission requirements, and assessment procedures. Additional processes for determining needs and restructuring the curriculum will be developed following the name change.

As a result of the separation of BAE from the College of Engineering (COE), CALS currently has 7 faculty positions in ASM and water engineering that are without a functional department. A departmental home needs to be established for these faculty members. Since the department is now exclusively assigned to CALS, the “engineering” component of the name needs to be changed.

There is a synergistic relationship between soil and water in agricultural and living systems, suggesting the importance of managing such systems in a holistic manner. Water is becoming an increasingly critical issue for agriculture in Idaho, the Pacific Northwest, and globally. The UI-wide interdisciplinary Water Resources (WR) program is now administratively housed in CALS, and this department will continue to be an important partner for the WR program. The growing interest and use of precision agriculture practices in both dryland and irrigated agricultural systems suggests the potential for additional emphasis in this area, and the ASM program is the logical place to focus on precision agriculture. Given the water issues facing Idaho, irrigation systems will initially play an important role in the adoption of precision agriculture. There is significant stakeholder support (including the Idaho Water Users Association and the CALS Advisory Board) for additional emphasis on water and precision agriculture issues.

This program will not require specialized accreditation. Internally, the program will be monitored using the same protocols applied to the existing majors. Exit interviews with undergraduate students will be conducted and responses recorded. Students will be strongly encouraged to complete advising evaluations. Teaching evaluations will be reviewed by the department head and peer-teaching evaluations will be completed each year. An experienced faculty will serve as the academic advisor to students in the program and will utilize advising appointments to gather informal student feedback regarding courses, internships and overall satisfaction with the program. The program will also be reviewed periodically with the established advisory committees at the department and college level. Learning outcomes will be established following the established procedure utilized across UI programs.

Faculty for the Department:

Existing Faculty:

Marvin Heimgartner (Senior Instructor – BAE)
 Tad Wheeler (Temporary Instructor – BAE)
 Erin Brooks (Associate Professor – BAE)
 Tom Karsky (Professor – BAE)
 Jae Ryu (Associate Professor – BAE)
 Howard Neibling (Associate Professor – BAE)
 Rick Allen (Professor – BAE)
 Lide Chen (Assistant Professor – BAE)

Faculty transferred from PSES:

Jodi Johnson-Maynard (Professor – Soils)
 Paul McDaniel (Professor – Soils)
 Matthew Morra (Professor – Soils)
 Robert Heinse (Associate Professor – Soils)
 Daniel Strawn (Professor – Soils)
 Robert Mahler (Professor – Soils)
 Amber Moore (Extension Associate Professor – Soils)
 Leslie Baker (Assistant Professor - 50% with Geology)
 Microbial Ecologist (vacant position being hired)

Staff:

All staff members currently associated with the Soil and Land Resources Unit within PSES
 Administrative Support Position (to be hired)

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:	February 15, 2017		
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by UCC Secretary:	11-01-16		
UCC Item Number:	UCC-17-021a		
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:			

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

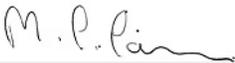
Date of Proposal Submission:	10/11/2016
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Agricultural and Life Sciences
Name of Department(s) or Area(s):	Department of Soil and Water Systems

Program Identification for Proposed New or Modified Program:

Program Title:	Soil and Water Systems				
Degree:	B.S.S.W. S.	Degree Designation	X	Undergraduate	Graduate
Indicate if Online Program:	Yes		X	No	
CIP code (consult IR /Registrar):					
Proposed Starting Date:	July 1, 2017				
Geographical Delivery:	Location(s)	Moscow	Region(s)		
Indicate (X) if the program is/has:	Self-Support		Professional Fee		
Indicate (X) if the program is:	Regional Responsibility		X	Statewide Responsibility	

Indicate whether this request is either of the following:

- | | |
|---|---|
| <input checked="" type="checkbox"/> New Degree Program | <input checked="" type="checkbox"/> Consolidation of Existing Program |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program |
| <input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |

 _____
 College Dean (Institution) 10/14/2016
 _____ 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

 _____ Date

 SBOE/Executive Director Approval Date

 Provost/VP for Instruction (Institution)

 President Date

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 request will create a new degree program in Soil and Water Systems (B.S. S.W.S.). The degree program will include three majors: 1) Environmental Soil Science, 2) Water Science and Management and 3) Agricultural Systems Management. The Environmental Soil Science major will replace an emphasis area in Soil and Land Use currently available under the Sustainable Crop and Landscape Systems major. The Agricultural Systems Management major currently exists and will be moved from a major under the Agricultural and Life Sciences degree to a major under the new Soil and Water Systems degree. The Water Science and Management major will be a new major. APPENDIX #1 is an overview of how our request here is part of the larger petition to reorganize all PSES instructional programs.

The text in this proposal will focus on the new major, Water Science and Management, since the other two majors/programs currently exist. The programs will be referred to as:

- A. Environmental Soil Science (ESS)
- B. Agricultural Systems Management (ASM)
- C. Water Science and Management (WSM)

- 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. Environmental Soil Science is an existing program with a total of 10 majors. This major serves all students interested in soil fertility, reclamation/bioremediation, soil water management and conservation. The University of Idaho is the only institution in the state offering a major in Soil Science. This is significant given that the number of retiring soil scientists is projected to be greater than the number of graduating seniors across all but one western state. All indications point to significant increases in the need for soil scientists at the BS level (see Table 1).
- B. Agricultural Systems Management is an existing major with an undergraduate enrollment of 50 students. The ASM degree largely serves students interested in an applied career in agriculture. Graduates find employment within the agricultural industry, or operate their own farms.
- C. Water Science and Management is a new proposed major. At the state and national scale, demand for graduates with BS degrees in the area of water science and management is growing. The demand for agricultural scientists in general is expected to increase and water shortages/drought is expected to continue and worsen in the future.
 - 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:

1. Soil and water conservationist
2. Hydrologist
3. Agricultural technician
4. Water quality/irrigation/precision ag specialist
5. Water quality/irrigation/precision ag specialist
6. Nutrient management specialist
7. Remote sensing technicians
8. Environmental engineer/technician/scientist
9. Farmer/rancher/forester
10. Consultant/advisor

Table 1. Long-term occupational projections for ID, WA, OR and the US (2014-2022).
NA = data not available

Occupation	Projected change (number of new jobs and % change)			
	ID	WA	OR	US
Agricultural and Food Sci. Technician	80 16.3%	80 23.6%	90 13.8%	1600 4.9%
Conservation Scientists	180 54.9%	140 12.7%	100 17.4%	1400 6.9%
Environmental Engineers	120 30.9%	280 18.2%	130 20.5%	6800 12.4%
Environmental Scientists and Specialists	110 24.7%	1160 29.7%	200 17.6%	10200 10.7%
Farm and Home Management Advisors	20 29.4%	10 18.6%	40 19.4%	1200 10.2%
Farmers, Ranchers and other Agricultural Managers	3,630 25.3%	310 8.9%	1120 20.7%	-18100 -1.9%
Forest and Conservation Technicians	650 30.7%	40 5.4%	180 15.6%	-1900 -4.3%
Hydrologists	NA	110 21.1%	20 8.6%	500 6.9%
Life, Physical and Social Science Technicians, Other (includes precision ag and remote sensing technicians)	80 24.1%	150 12.2%	170 10.4%	5300 6.8%

Data from: <http://www.projectionscentral.com/Projections/LongTerm>

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	Estimates not available for the local region, but should reflect predictions at the state level.		
State	11.1-54.9% increase in related positions (see table 1)		The state of CA predicts a 35% increase in the number of soil and plant scientist positions between 2012 and 2024 (36 out of 100 on the list of the top fastest growing occupations in CA).

			http://www.labormarketinfo.edd.ca.gov/OccGuides/Search.aspx CA also estimates a 26.3% increase in the number of Environmental Technicians and a 16.7% increase in Agricultural and Food Science Technicians over this same time period.
Nation		-1.9 to 12.5% increase in related positions across the US *(see table 1)	

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

The job outlook for graduates in the Water Science and Management major is strong, supporting increased enrollments. In 2015, USDA reported that opportunities in food, agriculture, renewable natural resources and the environment will grow more than 5% between 2015 and 2020 for graduates with at least a BS degree. The expected number of graduates trained in agricultural fields (35,400 per year) is lower than the expected number of annual openings (57,900). About 27% of the openings are expected to be in the science, technology, engineering and mathematics (STEM) fields targeted by the major. Within STEM fields, the strongest job markets will be for plant scientists, food scientists, sustainable biomaterials specialists, water resources scientists and engineers, precision agriculture specialists, and farm-animal veterinarians (USDA, 2015). Students in the B.S.S.W.S. program will receive the course work and experience required to work within several of these areas (water resources scientists and engineers and precision agriculture specialists).

- 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 s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

This major will target full-time students interested in working in careers that include protection and monitoring of soil and water quality, soil and water conservation, irrigation, waste water, and watershed management, precision agriculture and farming. Enrollments in the ESS and ASM majors are stable and efforts will be made to increase enrollments. The WSM major is filling a gap as UI does not currently offer a major in water management at the undergraduate level. Evidence of growing student interest in the Water Science and Management major includes:

- 1) Growth in the MS and PhD program in water resources, which currently has 35 students (9 new students in Fall 2016) indicates greater interest in water resources.
- 2) Enrollments (27 to 29 students between 2010 and 2013) in ecohydrology and environmental engineering tracks within the BAE degree. These tracks both had strong water components and are no longer active.
- 3) Growing attention focused on water shortages for food production, conservation of water resources and competing uses of water under drought within Idaho and the larger western US.

In general, we anticipate additional growth in undergraduate enrollment across The SWS majors due to 1) enhanced visibility of programs, 2) a new, more integrated approach to the study of soil and water resources and 3) expected growth in the job market (Table 1). The degree is not expected to compete with existing undergraduate degrees since we do not currently offer a water-related degree at the BS level. Water Resources, Hydrology and Civil Engineering offer water-related training, but only at the graduate level.

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

Agricultural production is an important component of Idaho’s economy. At the same time demand for food crops is increasing, agricultural producers are experiencing increased competition for land, energy and water, and being asked to reduce negative environmental impacts of farming. Documented declines in water availability and reallocation of water resources to non-agricultural uses are evidence of overuse of a resource that is essential to meeting the growing demand for food and keeping Idaho agriculture profitable.

This program will produce graduates that understand the critical importance of using science to better manage agricultural water. These graduates will fill critical roles in the agricultural industry, research facilities and state and federal agencies.

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

Production of graduates trained to work on more efficient water use/systems should translate to greater water and food security in the future.

- 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.

While one or two water resource type courses are required or optional in several majors offered within the College of Natural Resources (Ecology and Conservation Biology, Environmental Science, Fishery Resources, and Forest Resources and Rangeland Management), no water majors are currently offered at the BS level at UI. Boise State does offer a hydrology emphasis under their BS in Geosciences, which is designed to prepare students for careers as hydrologists, geoscientists, and environmental scientists. Other, neighboring states commonly offer emphasis areas or minors in water resources. These programs do not have the strong influence of agriculture.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Boise State	Hydrology emphasis	BS Geosciences Prepares students for careers as hydrologists, geoscientists, environmental scientists, strong geology influence

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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
Washington State University	Water Resources Engineering specialization	BS Civil Engineering Study of technologies that supply water.
Oregon State University	Specialization in Environmental Water Resources	BS Environmental Science- This specialization is designed to give students a foundation in the science of water while also examining the application of water policy in different settings.
Montana State University	Water Resources Minor	BS Earth Sciences Designed to allow students from any major to explore water. Offers biophysical and social science courses.

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.
- A. Environmental Soil Science- existing program that is unique within the state.
 - B. Agricultural Systems Management- existing program with strong enrollment that serves a specific audience interested in applied agricultural production.
 - C. Water Science and Management

The new Water Science and Management major is distinct from the emphasis area in Hydrology offered at Boise State and the Civil Engineering degree offered at UI. The Boise State emphasis area is focused in the geosciences, the proposed new major will be more reflective of the discontinued track in ecohydrology and water management associated with food production. Building off required coursework in soil ecosystems, soil fertility, and plant science/ecology not required in a water-focused civil engineering degree, the breadth of the major offered in this curriculum allows students to develop strong expertise in managing water in complex ecosystems including agriculture, forestry, and rangeland. The degree includes additional math and GIS-based mapping requirements to ensure that graduates have the ability to be successful in job roles such as quantitative hydrologist, and irrigation, precision agriculture, and watershed management technicians.

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

All three majors under the SWS bachelors will support the University of Idaho’s strategic plan.

Goal	Objective	SWS's contribution
Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.	Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships	SWS is an integrated major including elements of soil science, water science and agricultural mechanics. Students will be presented with concepts through the viewpoints of these three disciplines and will graduate with increased ability to tackle interdisciplinary problems. Students in each of the majors will be encouraged to conduct research in the faculty laboratories and produce scholarly works. The culture of the SWS Department is to employ undergraduates in the laboratory. This provides hands-on training and experience and excites students to conduct independent research.
	Create, validate and apply knowledge through the coproduction of scholarly and creative works by students, staff, faculty and diverse external partners	
Increase our educational impact	Provide greater access to educational opportunities to meet the evolving needs of society	This proposal will create a new major to meet the needs of students who are increasingly aware of environmental resource issues surrounding food production. The degree will attract students who would have previously gone out of state to receive this training. Faculty responsible for SWS courses will continually assess, revise and improve our courses and overall program to ensure innovation and evolution.
	Foster educational excellence via curricular innovation and evolution	
	Create and inclusive learning environment that encourages students to take an active role in their student experience	
Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale	Build an inclusive, diverse community that welcomes multicultural and international perspectives	SWS faculty represent four different countries and approximately 19% female. Building diversity will be a key goal and our approach will be student-centered to enrich the experience for all students. The program includes two student clubs that all students will be encouraged to participate in, helping to develop a cohesive culture of inclusion. Annual assessment interviews with students will improve retention and student satisfaction. The integrated approach to teaching within the SWS program is an efficient manner, which will allow students to access a new major while keeping costs as low as possible.
	Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff	
	Improve efficiency, transparency and communication	

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.

- A. Environmental Soil Science- Existing program with established learning outcomes
- B. Agricultural Systems Management- Existing program with established learning outcomes
- C. Water Science and Management

This program will not require specialized accreditation. Internally, the program will be monitored using the same protocols applied to the existing majors. Exit interviews with undergraduate students will be conducted and responses recorded. Students will be strongly encouraged to complete advising evaluations. Teaching evaluations will be reviewed by the department head and peer-teaching evaluations will be completed each year. An experienced faculty member will serve as the academic advisor to students in the program and will utilize advising appointments to gather informal student feedback regarding courses, internships and

overall satisfaction with the program. The program will also be reviewed periodically with the established advisory committees at the department and college level. Learning outcomes will be established following the procedure currently utilized across UI programs.

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 to this request.

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 _____ No X

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

- 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?

This request is prompted by the 2014-15 Phase II Program Prioritization Process at the University of Idaho and by 2016 changes in leadership at the College of Agricultural and Life Sciences (CALs). The program prioritization process resulted in major restructuring of the existing Biological and Agricultural Engineering department that included a major change in curriculum, a name change to Biological Engineering, and a move from the College of Agriculture to the College of Engineering. The curriculum change and major refocus on biological engineering effectively eliminated option areas in agricultural engineering and ecohydrology. The primary faculty in these water and agricultural engineering fields remaining in CALs are a very small unit (5 members) and the existing ASM major does not cover these areas. This proposal will create a new, integrated major in water science and management, which will complement the existing majors in ESS and ASM. The major was conceived due to the recent changes associated with the program prioritization process and during a time when drastic changes were occurring with CALs and UI administration. Due to timing, therefore, the program was not added to the five-year plan.

- 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?

Delaying this major will result in the potential loss of undergraduate students interested in water science and water management related to agricultural production. The closest related

degree (ecohydrology and agricultural engineering tracks of the BAE degree) was terminated in 2014. With the major technological advances in agriculture and issues such as water availability, the job market for agricultural and water related graduates is strong. It is becoming more widely recognized that resilient and sustainable crop production requires an integrated understanding of the effect of management practices on water use and availability in the soil ecosystem. With the existing core faculty from the BAE department and the existing soils faculty there is a great opportunity to start a unique, highly attractive and competitive water science major. The longer we do not have a water major available at the undergraduate level, the more difficult it will be to gain a reputation in this growing field. The new major is also a result of a new department focused on soil and water (paperwork being submitted in Oct. 2016). Faculty in the new department are prepared and excited to offer the new major now.

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.

The SWS department will be responsible for training soil and water scientists, technicians, conservationists, farmers and other agricultural professionals. The water science and management major is specifically designed to meet a large and growing need within the state and nation for well-trained professionals able to work in areas related to water. The dryland and irrigated agricultural systems so important to Idaho's economy are constrained by water availability. Education and training of more water professionals is required to meet the growing demand for food and fiber crops in a sustainable manner, ensuring food and water security.

- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

While the faculty and administration will actively work with development, and the writing of external grants, funding is not required to begin the academic program (beyond what is required to create the new department of soil and water systems). Once established the major will be supported through traditional funding practices and budgets through the CALS.

- iii. Is there a contractual obligation or partnership opportunity to justify the program?

There is no contractual obligation, however, stakeholders (Soil and Water Conservation Districts and Commodity Commissions for example) are in support of a more focused treatment of soil and water resources.

- iv. Is the program request or program change in response to accreditation requirements or recommendations?

No.

- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

No.

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.

Summary of program requirements for the new Water Science and Management major (complete curriculum is attached).

Credit hours in required courses offered by the department (s) offering the program.	22
Credit hours in required courses offered by other departments:	71
Credit hours in institutional general education curriculum	41 including senior experience (22 of these credits can be satisfied by taking courses required within the major)
Credit hours in free electives	16
Total credit hours required for degree program:	128

- 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.

Students will be required to take the senior experience course *Pesticides in the Environment*. This class includes an interdisciplinary treatment of the movement and degradation of pesticides and is team taught by faculty in three different disciplines.

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.

- A. Environmental Soil Science- learning outcomes already exist
- B. Agricultural Systems Management- learning outcomes already exist
- C. Water Science and Management

Development of the ability to apply scientific principles to the management and conservation of water in agricultural, domestic and wildland environments.

Ability to assess the sustainability of agricultural systems from a water standpoint, applying economic, social and natural-resource related criteria.

Understanding of the roles and responsibilities of water professionals in society

Ability to effectively communicate science-based data to a variety of audiences

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.

All three majors will be assessed following the established protocols at the University of Idaho. Assessment has been conducted on the Soil and Land Use emphasis area and

ASM major and these methods and past findings will be transferred to the new department. Along with the majors in ESS and ASM, the WSM major will be assessed on an annual basis, following the required procedures currently in use. Exit interviews, online surveys, and peer and student evaluations of teaching will be utilized.

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

We anticipate that the Department of Soil and Water Systems (which does not yet exist and so does not yet have an administrative structure) will include a departmental faculty Curriculum Committee that will be charged with interpretation of annual Learning Outcome metrics for all SWS instructional programs and that will recommend specific policy for consideration and implementation by the department chair. Focus also will be on curricular and co-curricular changes (such as simplification of the curriculum and consideration of how our course requirements can allow for double-majors from other UI departments and colleges). An underpinning objective will be to contribute to UI Strategic Plan Goals for undergraduate enrollment.

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

A. Environmental Soil Science

Direct Benchmarks:

Demonstrated ability to apply academic knowledge to real-world problems and controversies using case studies in Senior Experience Capstone course (ENT/PLSC/SOIL 438); performance on parts of standardized exams that assess ability to integrate and synthesize various concepts; successful completion of internships; numbers of students participating in clubs/organizations and service learning; passing scores of the professional soil scientist exam.

Indirect Benchmarks:

Student internship reporting, including feedback from both student and employer; student evaluations of teaching; student grades in core courses, including performance on lecture exams, laboratory exams, class projects, and term papers.

Indirect Benchmarks:

Exit interviews with graduating seniors, including overall assessment of degree program, internships, student clubs/organizations and opportunities for service learning.

B. Agricultural Systems Management

Direct Benchmarks:

Alumni surveys (2 and 5 years following graduation), placement data for graduates, advisory board evaluation of curriculum.

Indirect Measure Process:

Student evaluations of course and instructor quality in courses required by major and emphasis areas are 3 or higher; students receive a grade of C or higher in all courses required by major and emphasis areas.

Face-to-Face Measures:

Exit interviews with graduating seniors, including overall assessment of degree program, internships, student clubs/organizations, and opportunities for service learning activities.

Face-to-Face measures:

Student exit interviews.

C. Water Science and Management

Direct measurements:

Demonstrated ability to apply academic knowledge to real-world problems and controversies using case studies in Senior Experience Capstone course (ENT/PLSC/SOIL 438); performance on parts of standardized exams that assess ability to integrate and synthesize various concepts; successful completion of internships with various employers around the region; numbers of students participating in clubs/organizations and service learning.

Indirect measures:

Student evaluations of course and instructor quality in courses required by major and emphasis areas are 3 or higher; students receive a grade of C or higher in all courses required by major and emphasis areas.

Face-to-face measures:

Student comments during annual focus group discussions; results of exit interviews, quality of student project in senior experience project.

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

Following the standard, UI procedure, data on the metrics will be gathered during the fall and spring semesters (Sept-May). Findings will be available to faculty to view in April and May. Faculty will meet to discuss the findings between May and early Sept. These meetings will be used to determine appropriate changes and actions. Any changes to the learning outcomes and metrics will be reported.

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.

Current enrollment and numbers of graduates for the hydrology emphasis area under the BS in Geosciences at Boise State University.

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)

	FY__	FY__	FY__	FY16 (most recent)	FY12	FY13	FY14	FY15 (most recent)
BSU				33	8	2	7	6
ISU								
UI								
LCSC								

- 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: Water Science and Management											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY_17 (first year)	FY_18	FY_19	FY_20	FY_21	FY_22	FY_17 (first year)	FY_18	FY_19	FY_20	FY_21	FY_22
1	5	15	20	25	30	0	0	1	5	6	7

- 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 numbers in the table above reflect the number of students in the ecohydrology and environmental engineering tracks of the discontinued BAE degree along with the enrollment trends for the hydrology emphasis area at BSU. Currently, we have the capacity required to handle the expected enrollments. If enrollments exceed our expectations, more sections of our classes will need to be offered and additional support will be required.

- 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?

Minimum enrollment in the Water Science and Management track will be set at nine students. We consider this to be critical mass. Together with students from the Environmental Soil

Science and Agricultural Systems Management majors, we expect the degree to average approximately 80-100 students after the first four years.

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.

- A. Environmental Soil Science – existing program with existing teaching facilities.
- B. Agricultural Systems Management – existing program with existing teaching facilities
- C. Water Science and Management – it is anticipated that this program will share existing teaching space with the ASM program in JML and ESS in the Iddings Agricultural Sciences building. Teaching budgets supplied by CALS for all programs will be utilized to cover the cost of regular laboratory supplies.

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?

At this point, no new courses are being added for the new major. This will reduce the need for space and other resources. If new courses are added in the future, space will be shared with the ESS and ASM majors.

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.

No additional resources are required to support the new major since no new courses are being added.

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.

Currently the Water Resources program is working closely with the UI library to increase access to water-related journals. Journals and other resources adequate for the Water Resources (MS and PhD only) should be suitable for students in the new major. A faculty member associated with the new degree will work with the Water Resources director to ensure that all needs are met.

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.

None should be required above those currently being requested by the Water Resources program.

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?

No new courses or sections should be necessary within the first 4-5 years of the program. Should enrollments exceed our expectations, additional sections of ASM 305 and 315 will likely be required. This will require, ideally, additional computers and a graduate student teaching assistant stipend.

- 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.

The general mechanisms used to fund academic programs within CALS will be suitable to support this new major. Classroom space is currently available in JML. Faculty and instructors are available and currently teaching the required courses.

- 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?

The courses required for this degree have always been required within the ESS and ASM majors. In addition, most of the classes were required within the terminated Ecohydrology and Agricultural Engineering tracks. For these reasons, we do not anticipate a negative impact on any existing program. As stated earlier, if the student numbers expand beyond our expectations, ASM 305 and 315 will likely have to be expanded by an additional section and supplemented with a teaching assistant.

- 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.

The proposed new major does not require additional courses. If student numbers exceed our projections, a graduate student teaching assistantship will be required. Any open/opening faculty positions will need to be replaced to cover the existing courses.

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?

Funding that currently supports the courses included in this proposal is already in

existence and currently allocated to the existing units (Soil and Land Resources and Agricultural Systems Management).

- 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.

There will be no change to existing laboratory fees, which are required in several Environmental Soil Science and Agricultural Systems Management courses.

- 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:

Note: The shifting enrollment headcounts contained in the budget templates that follow are based on current undergraduate and graduate student enrollments and an anticipated annual enrollment increase of 5%.

- 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).

Program Resource Requirements.									
<ul style="list-style-type: none"> • 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). 									
I. PLANNED STUDENT ENROLLMENT									
		FY 17		FY 18		FY 19		FY 20	
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A.	New enrollments				99		104		
B.	Shifting enrollments		94						
	Total Enrollment	\$0	94	0	99	0	104	0	0
II. REVENUE									
		FY 17		FY 18		FY 19		FY 20	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1.	New Appropriated Funding Request								
2.	Institution Funds	\$1,336,800		\$1,218,450		\$1,242,120		\$1,287,364	
3.	Federal	\$598,434		\$598,434		\$598,434		\$598,434	
4.	New Tuition Revenues from Increased Enrollments								
5.	Student Fees	\$2,801		\$2,801		\$2,801		\$2,801	
6.	Other (i.e., Gifts)		\$31,384.00						
	Total Revenue	\$1,938,035	\$31,384	\$1,819,685	\$0	\$1,843,355	\$0	\$1,888,599	\$0
<p>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</p> <p>One-time is defined as one-time funding in a fiscal year and not part of the base.</p>									

III. EXPENDITURES									
	FY 17		FY 18		FY 19		FY 20		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
A. Personnel Costs									
1. FTE	12								
2. Faculty	\$677,956		\$698,294.7		\$ 698,294.7		\$719,243.52		
3. Adjunct Faculty									
4. Graduate/Undergrad Assistants	\$190,504		\$190,504		\$190,504		\$190,504		
5. Research Personnel	\$156,750								
6. Directors/Administrators	\$150,000		\$154,500.0		\$ 159,135.0		\$163,909.05		
7. Administrative Support Personnel	\$40,000		\$ 41,200.0		\$ 42,436.0		\$ 43,709.08		
8. Fringe Benefits	\$300,494		\$309,509.0		\$ 318,794.3		\$328,358.08		
9. Other:									
Total Personnel and Costs									
	\$1,515,704	\$0	\$1,394,008	\$0	\$1,409,164	\$0	\$1,445,724	\$0	

APPENDIX #1. Current PSES Undergraduate and Graduate Curricula (grey box, left) and their proposed placement in PSES-derivative departments Plant Sciences (green box, right), Entomology, Plant Pathology and Nematology (orange box, right) and Soil and Water Systems (blue box, right).



APPENDIX #2. Course requirements for the proposed majors.**Courses required in all majors in the Department of Soil and Water Systems**

ASM 315 Irrigation Systems and Water Management	3 cr
COMM 101 Fundamentals of Public Speaking	2 cr
GEOG 385 GIS Primer	3 cr
MATH 143 Pre-calculus Algebra and Analytic Geometry	3 cr
SOIL 205 The Soil Ecosystem	3 cr
SOIL 206 The Soil Ecosystem Lab	1 cr
SOIL 438 Pesticides in the Environment	3 cr
STAT 251 Statistical Methods	3 cr

One of the following (3 cr):

AGED 406 Exploring International Agriculture	3 cr
SOC 350 Food, Culture, and Society	3 cr

One of the following (3 cr):

ENGL 313 Business Writing	3 cr
ENGL 317 Technical Writing	3 cr

One of the following (3 cr):

PLSC 102 The Science of Plants in Agriculture	3 cr
REM 221/FOR 221 Ecology	3 cr

Agricultural Systems Management (B.S.S.W.S.)

Required course work includes the university requirements (see regulation J-3), the Department of Soil and Water Systems core and the following:

ACCT 201 Introduction to Financial Accounting	3 cr
ACCT 202 Introduction to Managerial Accounting	3 cr
AGEC 278 Farm and Agribusiness Management	4 cr
AGEC 289 Agricultural Markets and Prices	3 cr
AGEC 356 Agricultural and Rural Policy	3 cr
ASM 107 Beginning Welding	2 cr
ASM 112 Introduction to Agricultural Systems Management	3 cr
ASM 200 Seminar	1 cr
ASM 202 Agricultural Shop Practices	2 cr
ASM 305 GPS and Precision Agriculture	3 cr
ASM 331 Electric Power Systems for Agriculture	3 cr
ASM 409 Agricultural Tractors, Power Units and Machinery Management	4 cr
ASM 412 Agricultural Safety and Health	2 cr
ASM 433 Agricultural Processing Systems	3 cr
BUS 190 Integrated Business and Value Creation	3 cr
BLAW 265 Legal Environment of Business	3 cr
BIOL 102 Biology and Society	3 cr
BIOL 102L Biology and Society Lab	1 cr

ECON 202 Principles of Microeconomics 3 cr

One of the following (4 cr):

CHEM 101 Introduction to Chemistry I 4 cr

CHEM 111 Principles of Chemistry I 4 cr

One of the following (4 cr):

PHYS 100, 100L Fundamentals of Physics and Lab 4 cr

PHYS 111, 111L General Physics I and Lab 4 cr

PHYS 211, 211L Engineering Physics I and Lab 4 cr

AGEC Elective - Upper Division 3 cr

Agricultural and Technical Electives 10 cr

Life Science Elective 3 cr

Courses to total 128 credits for this degree

Environmental Soil Science (B.S.S.W.S.)

Required course work includes the university requirements (see regulation J-3), the Department of Soil and Water Systems core and the following:

CHEM 111 Principles of Chemistry I 4 cr

CHEM 112 Principles of Chemistry II 5 cr

BIOL 115 Cells and the Evolution of Life 3 cr

BIOL 115L Cells and the Evolution of Life Laboratory 1 cr

BIOL 250 General Microbiology 3 cr

BIOL 255 General Microbiology Lab 2 cr

GEOL 111 Physical Geology for Science Majors 3 cr

PHYS 111 General Physics I 3 cr

PHYS 111L General Physics I Lab 1 cr

PHYS 112 General Physics II 3 cr

PHYS 112L General Physics II Lab 1 cr

SOIL 400 Seminar 1 cr

SOIL 415 Soil and Environmental Physics 3 cr

SOIL 422 Environmental Soil Chemistry 3 cr

SOIL 446 Soil Fertility 3 cr

SOIL 454 Pedology 3 cr

SOIL 425 Microbial Ecology 3 cr

SOIL 499 Directed Study 1 cr

One of the following (4 cr):

BIOL 213 Principles of Biological Structure and Function 4 cr

PLSC 205 General Botany 4 cr

One of the following (3 cr):

CHEM 275 Carbon Compounds	3 cr
CHEM 277 Organic Chemistry I	3 cr

One of the following (1 cr):

GEOL 111L Physical Geology for Science Majors Lab	1 cr
GEOL 101L Physical Geology Lab	1 cr

One of the following (4 cr):

MATH 160 Survey of Calculus	4 cr
MATH 170 Analytic Geometry and Calculus I	4 cr

Courses to total 128 credits for this degree**Water Science and Management (B.S.S.W.S.)**

Required course work includes the university requirements (see regulation J-3), the Department of Soil and Water Systems core and the following:

CHEM 111 Principles of Chemistry I	4 cr
CHEM 112 Principles of Chemistry II	5 cr
MATH 170 Analytic Geometry and Calculus I	4 cr
MATH 175 Analytic Geometry and Calculus II	4 cr
BIOL 115 Cells and the Evolution of Life	3 cr
BIOL 115L Cells and the Evolution of Life Laboratory	1 cr
GEOL 111 Physical Geology for Science Majors	3 cr
PHYS 111 General Physics I	3 cr
PHYS 111L General Physics I Lab	1 cr
PHYS 112 General Physics II	3 cr
PHYS 112L General Physics II Lab	1 cr
SOIL 415 Soil and Environmental Physics	3 cr
SOIL 422 Environmental Soil Chemistry	3 cr
SOIL 446 Soil Fertility	3 cr
ASM 305 GPS and Precision Agriculture	3 cr
BE 450 Environmental Hydrology	3 cr
BE 452 Environmental Water Quality	3 cr
GEOL 309 Ground Water Hydrology	3 cr

One of the following (1 cr):

GEOL 111L Physical Geology for Science Majors Lab	1 cr
GEOL 101L Physical Geology Lab	1 cr

One of the following (3 cr):

HYDR 409 Quantitative Hydrogeology	3 cr
HYDR 412 Environmental Hydrogeology	3 cr
HYDR 414 Ground Water-Surface Water Interaction	3 cr

One of the following (3 cr):

FOR 326 Fire Ecology and Management	3 cr
FOR 462 Watershed Science and Management	3 cr

One of the following (3 cr):

GEOG 475 Intermediate GIS	3 cr
GEOG 424 Hydrologic Applications of GIS and Remote Sensing	3 cr
FOR 472 Remote Sensing of the Environment	3 cr

Courses to total 128 credits for this degree

1. What are the goals and objectives for the new unit?

This request is to bifurcate the Department of Plant, Soil and Entomological Sciences (PSES) and create a Department of Entomology, Plant Pathology and Nematology (EPPN) and a Department of Plant Sciences (PLSC). The Department of Entomology, Plant Pathology and Nematology will house 16 current faculty and their scientific support staff now housed in PSES, College of Agricultural and Life Sciences, University of Idaho, who together deliver research, extension and undergraduate/graduate teaching programs focused on insects and their relatives, plant pathogens and diseases, and nematodes. These 16 faculty include all the current members of the PSES Division of Entomology as well as plant pathology and nematology faculty now in the PSES Division of Plant Science North and the PSES Division of Plant South. It is possible that UI faculty who likewise share professional interests in insects, plant pathogens and nematodes but who are not currently in CALS also might find a home in EPPN. The Department of Plant Sciences will house 26 current faculty and their scientific support staff now housed in PSES, who also deliver research, extension and undergraduate/graduate teaching programs focused on plant biotechnology, horticulture, crop science, weed science, and agronomy.

We note as background that our current unit, PSES, was created in response to a state financial crisis during 1982 by consolidating the Department of Entomology and the Department of Plant and Soil Sciences into PSES. For more than three decades this merged structure facilitated collaborative interdisciplinary research, teaching and extension programming, but arguably at a cost to the component subject-matter disciplines. PSES once included a Division of Plant Pathology that was lost to fiscal consolidation approximately 15 years ago, and the 17 faculty who in 1982 comprised the Department of Entomology now exist as an 8-faculty Division of Entomology within PSES. It should be noted that while the 1982 reorganization was intended to reduce administrative costs by reducing from 2.0 FTE Department Head to 1.0 FTE Department Head, the resulting PSES department proved so complex disciplinarily and geographically (currently 50 faculty and 60 professional staff located at five off-campus sites across southern Idaho and on-campus in Moscow) that governance since 1987 has required 2.0 FTE allocated as 1.0 FTE Department Head and four Division Chairs at 0.25 FTE each.

Our faculty colleagues in the PSES Division of Soil and Land Resources have made a strong case to move from PSES and merge with faculty remaining in the CALS Department of Biological and Agricultural Engineering (BAE) to form a proposed Department of Soil and Water Systems (SWS). This situation affords us opportunity – if not the mandate – to reorganize PSES in ways that we all can better contribute to the goals of the UI Strategic Plan by growing our discipline programs while continuing current interdisciplinary programs. The status quo approach would leave an incongruent unit of 8 entomology faculty and 33 plant science faculty whose reason for existing as a single department largely would be bureaucratic rather than shared programming priorities founded on a culture of common mission. A diagrammatic overview of the proposed restructuring of PSES and the remainder of BAE is shown in Appendix #1.

By definition, plant scientists study plants and so together comprise a logical academic unit. Indeed, most Land Grant Universities include a Department of Plant Science, and the particular focus of PSES Plant Science faculty on production agriculture and horticulture especially argues for such a unit. In contrast, entomology, plant pathology and nematology are closely aligned in common missions and research focus. Likewise, the scholarship missions of PSES plant pathologists and entomologists notably intersect in basic and applied studies.

2. What is the relationship of the unit to the university's mission and priorities? Is the unit involved in instruction and if so, to what extent?

As current faculty in PSES, we already are aligned with and we will continue to support the Land Grant missions of the University of Idaho through statewide programs of research, extension and teaching. Our research and extension programs in agronomic crops (especially barley, dry peas, potatoes, sugarbeets, wheat, and specialty crops such as onions, hops and mint) annually deliver significant economic impact to agriculture, Idaho's single-most important industry.

PSES currently offers graduate and undergraduate programs in Entomology and Plant Science and EPPN and PLSC will continue to offer these programs. EPPN will continue the M.S. and Ph.D. programs in Entomology without change. EPPN also will continue without change the undergraduate Minor in Entomology and the undergraduate Minor in Plant Protection; the former now is offered by PSES Division of Entomology and the latter is jointly offered by PSES Division of Entomology and PSES Division of Plant Science North. EPPN will continue the undergraduate program in Entomology under the existing degree B.S. Agricultural and Life Sciences but will be petitioning on a separate SBOE form to elevate that program to a major in Entomology from current status as Emphasis Area (Insects and Society within our major, Sustainable Crop and Landscape Systems. Our faculty likewise will continue to teach courses in entomology (course prefix ENT) and plant pathology (currently course prefix PLSC), including a Senior Experience Course required of the CALS B.S. Agricultural and Life Science.

Plant Sciences will continue the M.S. and Ph.D. programs in Plant Science without change, thus there are no SBOE Policy III.Z. changes either. In addition, PLSC will continue without change the undergraduate Minors in Crop Science and Horticulture; both are now offered by PSES Division of Plant Science. Plant Sciences will continue the undergraduate program in Plant Science under a new B.S. degree (B.S. Plant Science), and PLSC will be petitioning on a second SBOE form to elevate Crop Science (formally Sustainable Cropping Systems emphasis area); Horticulture and Urban Agriculture (formerly Environmental Horticulture emphasis area); and Biotechnology and Plant Genomics (formerly Plant Biotechnology emphasis area) to majors under the new B.S. degree. Plant Science is also petitioning to establish a new Major: Crop Management on a second SBOE form in the new Plant Sciences department.

The bifurcation of PSES and the establishment of EPPN and PLSC as separate departments will enhance our ability to contribute to two UI Strategic Goals:

#1. Increase research excellence and productivity and contribute to UI Strategic Goal of becoming a Carnegie Highest Research Activity (R1) Institution

EPPN will be a strong research department whose 7.6 FTE faculty research assignment during 2015 generated more than \$12.3 million in new and continuing competitively awarded grants and produced 37 scholarly peer-refereed research papers. As a single academic department, EPPN would be better positioned to increase numbers of Ph.D. students in the cross-discipline area of arthropods as vectors of plant pathogens by leveraging collaborations between our disciplines for barley yellow dwarf virus and cereal aphids, zebra chip disease of potatoes and potato psyllids, and dry pea virus diseases and pea aphids.

A new faculty hire that will begin May 2017 will allow us to expand our research expertise in vector:pathogen:host interactions to include animal pathogens and opens the door to NIH and

NSF funding that is not now part of our grant portfolio. EPPN will submit a separate request in the future to create new M.S. and Ph.D. graduate programs in Plant Pathology.

PLSC will be a strong research department with 26 faculty accounting for 16.14 FTE faculty research assignment during 2015 who generated approximately \$3.6 million of spending authority in new and continuing competitively awarded grants and produced 54 scholarly peer-refereed research papers. As a single academic department, PLSC would be better positioned to recruit increased numbers of students in the cross-discipline areas of Crop Production, Horticulture and Urban Agriculture, Biotechnology and Plant Genomics, and Crop Management.

#2. Expand undergraduate enrollment

The visibility and viability of the current undergraduate degree program in PSES will be enhanced in two new ways by bifurcating into EPPN and PLSC by: (1) leveraging subject-matter expertise among plant science as well as plant pathology and entomology faculty who together can offer new team-taught courses with common learning objectives; and (2) elevating the current undergraduate emphasis areas to the status of undergraduate major in Entomology for EPPN to be offered in the future under a new B.S. Degree, Agricultural Biology and Ecology (not yet petitioned) and the emphasis areas Crop Science (formerly Sustainable Cropping Systems); Horticulture and Urban Agriculture (formerly Environmental Horticulture); and Biotechnology and Plant Genomics (formerly Plant Biotechnology) to majors under the new B.S. degree: Plant Science as well as establish a new major, Crop Management, in the Department of Plant Sciences.

3. What is the demand for the unit's services? What population will the unit serve?

This bifurcation request can be viewed in part as a reorganization of existing PSES research, extension and teaching programs that now exist because of the demand for those programs. The target audience of our current research and extension programs includes virtually any Idahoan who makes decisions about plants, managing insects, plant pathogens and nematodes as pests, as well as conserving and protecting those organisms as beneficial species. Demand for services is validated by the consistent and significant support afforded EPPN and PLSC faculty by competitive awards from Idaho commodity commissions. Demand likewise can be judged by the many thousands of Idahoans statewide who chose to participate each year in the hundreds of hours of on-site seminars, workshops, field clinics and similar Extension events now delivered by PSES (proposed EPPN and PLSC) faculty. As is true for any UI faculty, we also serve our professional peers regionally, nationally and internationally by advancing the sciences of entomology, plant pathology, plant science, weed science, crop science, horticulture, nematology and allied disciplines through our scholarly publications and oral presentations.

Both EPPN and PLSC will continue to serve the students at the University of Idaho and provide educational options for prospective students within the state of Idaho and beyond. Within EPPN an increase in the enrollment numbers of students in the undergraduate program in entomology is expected. As noted in Question #2, EPPN would be unique regionally by offering such a major. At a minimum, EPPN can eliminate the current organizational constraints that make it difficult for prospective students to even know the entomology program exists. Plant pathology currently does not exist at UI as an undergraduate or graduate program. EPPN plans to submit a request to create a second undergraduate major, Integrated Plant Health, and a departmental B.S. Degree in Agricultural Biology and Ecology (to be proposed on the next five year-plan update). Integrated Plant Health will be a cross-

disciplinary major that prepares students for careers in Plant Health through a curriculum that spans entomology, plant pathology, nematology and weeds. No similar major is offered by our Pacific Northwest and Intermountain West Land-Grant peers. EPPN also plans to submit a request to create a MS and PhD. Degree program in Plant Pathology (to be proposed on the next five-year plan update). The need for graduate education in Plant Pathology at the University of Idaho is exemplified by the recent hires of a Plant diagnostician at the Parma Research and Extension Station, and a Seed Potato Specialist at Idaho Falls Research and Extension Center. These reflect the needs of a large Idaho agricultural industry and their continued need for Plant Pathology expertise.

The members of PLSC expect that there will continue to be a large enrollment in the undergraduate and graduate programs for Plant Science. It is expected with the establishment of the undergraduate Integrated Plant Health major (to be proposed) in EPPN that undergraduate numbers will increase with students seeking double majors across the two departments. The improved visibility of the PLSC graduate programs will also serve to more effectively recruit additional students to the graduate program.

4. Describe the proposed unit's organizational structure.

EPPN:

Administration will consist of a Department Chair to be selected from within the EPPN faculty and serving a fixed 3- to 5-year term following procedures of yet-to-be-determined EPPN Bylaws. The Chair will carry an ~0.80 Administrative responsibility and 0.20 teaching, research or extension responsibility as appropriate to maintain elements of an active scholarship program. A full-time staff Office Manager will report to the Chair. This will not be a new position but will be an internal reallocation within CALS to EPPN.

The following 16 current PSES faculty and their scientific support staff will comprise the faculty and staff of the Department of Entomology, Plant Pathology and Nematology:

Faculty Name	Current PSES		Responsibility (% Current Position)				Professional Rank	Tenured
	Division	Location	Teaching	Research	Extension	Other		
Barbour	Entomology	Parma R&E Center	4	25	25	46	Professor	yes
Bechinski	Entomology	Moscow Campus	25	0	55	20	Professor	yes
Bosque-Perez	Entomology	Moscow Campus	16	70	0	14	Professor	yes
Cook	Entomology	Moscow Campus	21	69	5	5	Professor	yes
Dandurand	Plant Science North	Moscow Campus	6	64	10	20	Assistant Prof.	no
Eigenbrode	Entomology	Moscow Campus	10	70	0	20	Professor	yes
Hafez	Plant Science South	Parma R&E Center	3	22	25	50	Professor	yes
Karasev	Plant Science North	Moscow Campus	20	73	2		Professor	yes
Kinser	Plant Science South	Aberdeen R&E Center	0	25	75		Assistant Prof.	no
Marshall	Plant Science South	Aberdeen R&E Center Idaho Falls R&E Center	2	35	53		Associate Prof.	yes
Rashed	Entomology	Aberdeen R&E Center	5	55	35		Assistant Prof.	no
B. Schroeder	Plant Science North	Moscow Campus	27	71	0		Associate Prof.	no
Schwarzlaender	Entomology	Moscow Campus	10	57	28		Professor	yes
Wenninger	Entomology	Kimberly R&E C	4	55	38		Associate Prof.	yes
Wharton	Plant Science South	Aberdeen R&E Center	1	85	13		Associate Prof.	yes
Woodhall	Plant Science South	Parma R&E Center	1	30	68		Assistant Prof.	no

PLSC:

Administration will consist of a Department Chair to be selected from within the PLSC faculty and serving a fixed 3- to 5-year term following procedures of yet-to-be-determined PLSC Bylaws. The chair will carry an ~0.80 Administrative responsibility and 0.20 teaching, research or extension responsibility as appropriate to maintain elements of an active scholarship program. A full-time staff Office Manager will report to the Chair. This will not be a new position but will be an internal reallocation within CALS to PLSC.

The following 26 current PSES faculty and their scientific support staff will comprise the faculty and staff of the Department of Plant Sciences:

Faculty Name	Current PSES		Responsibility (% Current Position)				Professional Rank	Tenured
	Division	Location	Teaching	Research	Extension	Other		
Brown	North	Moscow Campus	37	63	0	0	Professor	yes
Campbell	North	Moscow Campus	20	80	0	0	Instructional Associate	No
Caplan	North	Moscow Campus	19	81	0	0	Assoc. Prof.	yes
Chen	South	Aberdeen, R&E Center	0	100	0	0	Assoc. Prof.	yes
Fallahi	South	Parma, R&E Center	0	100	0	0	Professor	yes
Fu	North	Moscow Campus	20	80	0	0	Assist. Prof.	no
Hong	North	Moscow Campus	39	61	0	0	Assoc. Prof.	yes
Hutchinson	South	Aberdeen, R&E Center	0	35	65	0	Assoc. Prof.	yes
Kuhl	North	Moscow Campus	14.61	85.39	0	0	Assoc. Prof.	yes
Liang	South	Aberdeen, R&E Center	0	70	30	0	Assist. Prof.	no
Love	South	Aberdeen, R&E Center	0	65	65	0	Professor	yes
Ma	South	Moscow Campus	0	80	20	0	Assist. Prof.	no
Morishita	South	Kimberly, R&E Center		35	65	0	Professor	yes
Olsen	South	Kimberly, R&E Center	0	26	74	0	Professor	yes
Prather	North	Moscow Campus	0	26.67	73.33	0	Professor	yes
Rogers	South	Aberdeen, R&E Center	0	70	30	0	Assist. Prof.	no
Schroeder, K.	North	Moscow Campus	0	69	31	0	Assist. Prof.	no
Shafii	South	Moscow Campus	0	30	0	0	Professor	yes
Shewmaker	South	Kimberly, R&E Center	0	25	75	0	Professor	yes
Singh	South	Kimberly, R&E Center	0	100	0	0	Professor	yes
Stark	South	Aberdeen, R&E Center	1.88	91.54	6.58	0	Professor	yes
Thornton	South	Parma, R&E Center	0	69.99	30.01	0	Professor	yes
Tripepi	North	Moscow Campus	42.04	37.92	20.04	0	Professor	yes
Walsh	South	Parma, R&E Center	0	70	30	0	Assist. Prof.	no
Wang	South	Moscow Campus	13.13	86.87	0	0	Assist. Prof.	no
Xiao	North	Moscow Campus	31.58	68.42	0	0	Assoc. Prof.	yes

For both EPPN and PLSC the current staff members will stay with their current programs, and no loss of jobs will result from the proposed departmental changes

5. What targets have been set to assess the proposed unit's success in achieving objectives?

EPPN and PLSC targets will be the Performance Measures from the 2017-2019 Strategic Cascading Plans of the College of Agricultural and Life Sciences to Innovate, Engage and Transform. Baseline data of EPPN and PLSC faculty from 2014-15 will be used to assess growth towards July 2019 desired waypoints established by the College, with emphasis on undergraduate and graduate student enrollment, annual credit hours taught, terminal degrees awarded, research expenditures, and Extension contacts, publications and outcomes. It will be incumbent on the EPPN and PLSC Chairs to lead faculty and staff in a strategic planning process that refines these targets beyond the initial 3-year cycle; this will set the stage for a programmatic review per Question #6 that follows.

EPPN and PLSC undergraduate and graduate teaching programs annually will undergo internal faculty review by following established UI protocols for Learning Outcomes Assessment. The existing M.S. and Ph.D. Programs will be evaluated using the Outcomes, Tools, Procedures and Benchmarks already in use; new procedures and metrics will be developed by EPPN and PLSC faculty during FY17 for the undergraduate majors and subsequently in FY18 for an anticipated undergraduate major in Integrated Plant Health as

well as future M.S. and Ph.D. Programs in Plant Pathology.

6. Briefly describe the processes that will demonstrate the quality of the unit.

Four years after EPPN and PLSC establishment, and following an FY17 Strategic Planning Process, we anticipate a multi-day, many-site, external review across the breadth of departmental research, extension and teaching programs, to be conducted in the style of previous United State Department of Agriculture reviews by a team of outside subject-matter peers and internal UI CALS colleagues.

7. Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable.

We will continue to serve local, state, regional, national and international audiences through our existing programs of extension, research and teaching. The following numeric highlights from the EPPN and PLSC faculty during 2015 are illustrative baseline data about our current target audiences and clientele:

EPPN faculty with Extension responsibilities (2.9 FTE Extension total) delivered last year nearly 200 on-site workshops, seminars, field days and related public outreach events that reached approximately 9100 Idahoans and citizens in adjoining states, including 557 Hispanics, 99 Native Americans, and 135 youth. Participants included the following: commercial producers and managers of agronomic field crops, horticultural food crops, landscape ornamentals; professionals who advise those producers and managers about pest management; green industry professionals and small acreage producers; Master Gardeners, County Extension Educators and state Specialists from the University of Idaho and surrounding states; private and commercial pesticide applicators who attended initial certification and recertification seminars necessary to maintain required licenses; local, state, and federal governmental agency personnel from ISDA and USDA; K-12 students, FFA and 4-H members; homeowners and their families. Our printed and online Extension publications reach 10,000 clientele and rank among the most popular titles in the CALS EdComm catalog.

EPPN faculty with research responsibilities (7.6 FTE research total) delivered last year 144 invited and submitted presentations about research progress to peer audiences at international, national, regional and state professional scientific meetings. As already noted, we generated more than \$12.3 million in new and continuing competitively awarded grants from state, regional and national funding agencies and they produced 37 scholarly peer-refereed research papers.

EPPN faculty with teaching and advising responsibilities (1.5 FTE teaching total) mentored as Major Professor 26 graduate students and 6 Post Doctoral Scientists during 2015. Our formal undergraduate program was limited to the Emphasis Area *Insects and Society*; as of 1 July 2016, 2 new Freshmen and 2 transfer students (from CSI and NIC) joined 2 continuing students in progress.

We will continue to serve local, state, regional, national and international audiences through our existing programs of extension, research and teaching. The following numeric highlights from the EPPN and PLSC faculty during 2015 are illustrative baseline data about our current target audiences and clientele:

PLSC faculty with Extension responsibilities (6.2 FTE Extension total) delivered last year 234

on-site workshops, seminars, field days and related public outreach events. Participants included the following: commercial producers and managers of agronomic field crops, horticultural food crops, landscape ornamentals; professionals who advise those producers and managers about pest management; green industry professionals and small acreage producers; Master Gardeners, County Extension Educators and state Specialists from University of Idaho and surrounding states; private and commercial pesticide applicators who attended initial certification and recertification seminars necessary to maintain required licenses; local, state, and federal governmental agency personnel from ISDA and USDA; 9-12 grade high school students, FFA and 4-H members; homeowners and their families.

PLSC faculty with research responsibilities (16.1 FTE research total) delivered last year 138 invited and submitted presentations about research progress to peer audiences at international, national, regional and state professional scientific meetings. As noted above, we generated more than \$3.6 million of spending authority in new and continuing competitively awarded grants from state, regional and national funding agencies and they produced 54 scholarly peer-refereed research papers.

PLSC faculty with teaching and advising responsibilities (1.8 FTE teaching total) mentored as Major Professors 26 graduate students (9 Ph.D. and 17 M.S. students) and 5 visiting scholars during 2015. Our formal undergraduate programs in Plant Biotechnology, Sustainable Cropping Systems, and Environmental Horticulture had a total of 46 students enrolled in 2015.

8. Fiscal Impact: Using the budget template, provide a narrative budget summarizing the needs and requirements for implementing the new unit.

Note: The shifting enrollment headcounts contained in the budget templates that follow are based on current undergraduate and graduate student enrollments and an anticipated annual enrollment increase of 5%.

EPPN Budget

Program Resource Requirements.

- 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).

I. PLANNED STUDENT ENROLLMENT

	FY 17		FY 18		FY 19		FY 20	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments				30		32		34
B. Shifting enrollments		29						
Total Enrollment	0	29	0	30	0	32	0	34

II. REVENUE

	FY 17		FY 18		FY 19		FY 20	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds	\$924,737		\$924,737		\$924,737		\$924,737	
3. Federal	\$3,444,295		\$3,444,295.48		\$3,444,295.48		\$3,444,295.48	
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees								
6. Other (i.e., Gifts)		\$69,982.00		\$69,982.00		\$69,982.00		\$69,982.00
Total Revenue	\$4,369,032	\$69,982	\$4,369,032	\$69,982	\$4,369,032	\$69,982	\$4,369,032	\$69,982

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.

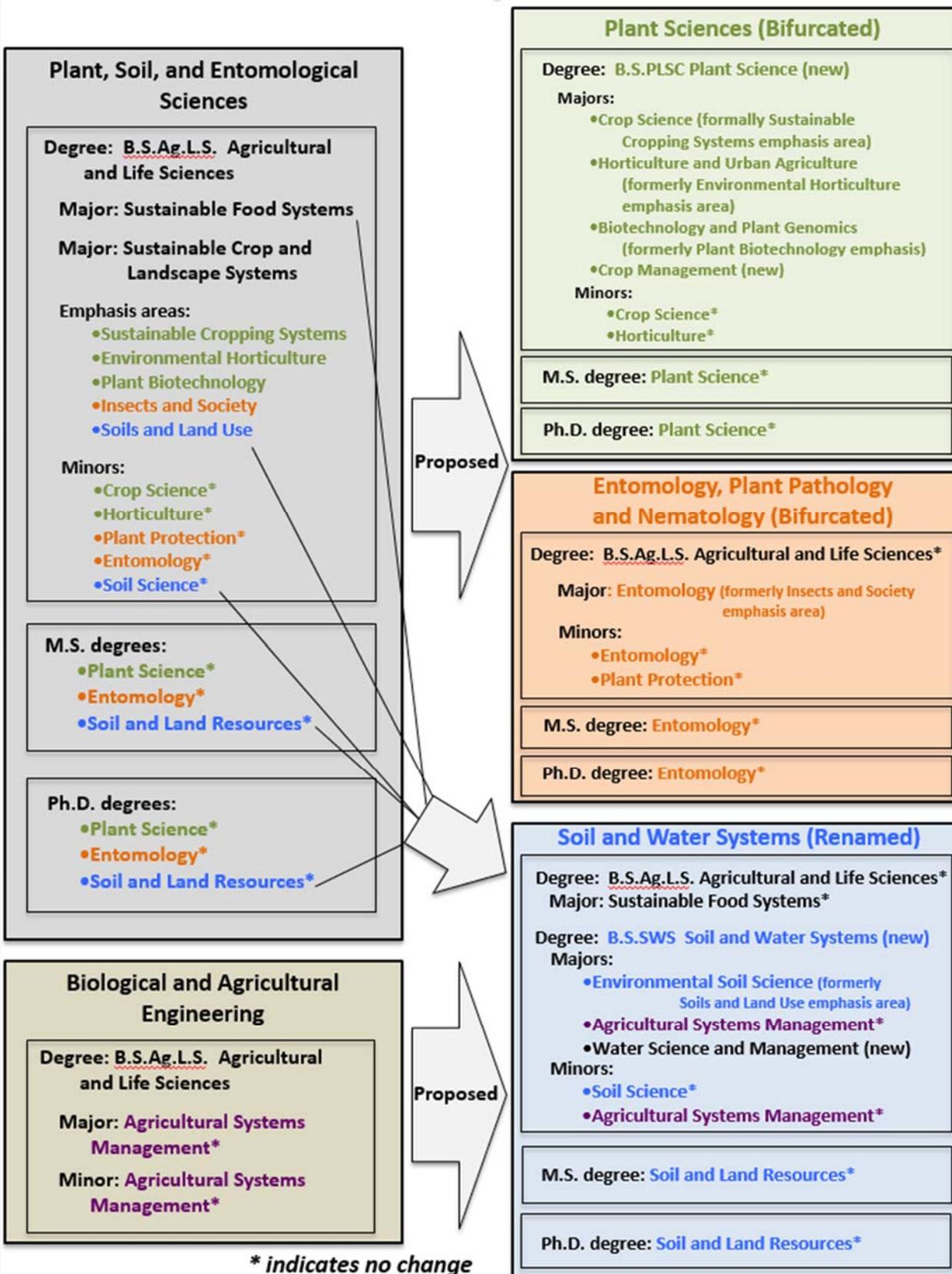
III. EXPENDITURES

	FY 17		FY 18		FY 19		FY 20	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	26		26		26		26	
2. Faculty	\$1,284,914		\$1,323,461.4		\$1,323,461.4		\$1,363,165.26	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants	\$ 316,779		\$ 326,282		\$ 326,282		\$ 316,779	
5. Research Personnel	\$ 1,553,371		\$ 1,599,972		\$ 1,599,972		\$1,538,981.29	
6. Directors/Administrators	\$ 150,000		\$ 154,500.0		\$ 154,500.0		\$ 159,135.00	
7. Administrative Support Personnel	\$ 40,000		\$ 41,200.0		\$ 41,200.0		\$ 42,436.00	
8. Fringe Benefits	\$ 635,626		\$ 654,694.9		\$ 654,694.9		\$ 674,335.71	
9. Other:								
Total Personnel and Costs	\$3,980,690	\$0	\$4,100,111	\$0	\$4,100,111	\$0	\$4,094,832	\$0

PLSC Budget

Program Resource Requirements.									
<ul style="list-style-type: none"> 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). 									
I. PLANNED STUDENT ENROLLMENT									
	FY 17		FY 18		FY 19		FY 20		
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	
A. New enrollments				69		73			76
B. Shifting enrollments		66							
Total Enrollment	0	66	0	69	0	73	0	76	
II. REVENUE									
	FY 17		FY 18		FY 19		FY 20		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
1. New Appropriated Funding Request									
2. Institution Funds	\$3,478,459.00		\$3,478,459.00		\$3,478,459.00		\$3,478,459.00		
3. Federal	\$3,117,041.73		\$3,117,041.73		\$3,117,041.73		\$3,117,041.73		
4. New Tuition Revenues from Increased Enrollments									
5. Student Fees	\$3,500.00		\$3,500.00		\$3,500.00		\$3,500.00		
6. Other (i.e., Gifts)	\$1,035,421.00		\$1,035,421.00		\$1,035,421.00		\$1,035,421.00		
Total Revenue	\$7,634,422	\$0	\$7,634,422	\$0	\$7,634,422	\$0	\$7,634,422	\$0	
<i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i>									
<i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i>									
III. EXPENDITURES									
	FY 17		FY 18		FY 19		FY 20		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
A. Personnel Costs									
1. FTE	35		35		35		35		
2. Faculty	\$1,834,634		\$1,889,673.0		\$1,889,673.0		\$1,946,363.21		
3. Adjunct Faculty									
4. Graduate/Undergrad Assistants	\$ 759,486		\$ 759,486		\$ 759,486		\$ 759,486		
5. Research Personnel	\$ 2,440,700		\$ 2,440,700		\$ 2,440,700		\$ 2,440,700		
6. Directors/Administrators	\$ 150,000		\$ 154,500.0		\$ 159,135.0		\$ 163,909.05		
7. Administrative Support Personnel	\$ 40,000		\$ 41,200.0		\$ 42,436.0		\$ 43,709.08		
8. Fringe Benefits	\$ 883,304		\$ 909,803.0		\$ 937,097.1		\$ 965,210.04		
9. Other:									
Total Personnel and Costs	\$6,108,124	\$0	\$6,195,362	\$0	\$6,228,528	\$0	\$6,319,378	\$0	

APPENDIX #1. Current PSES Undergraduate and Graduate Curricula (grey box, left) and their proposed placement in PSES-derivative departments Plant Sciences (green box, right), Entomology, Plant Pathology and Nematology (orange box, right) and Soil and Water Systems (blue box, right).



* indicates no change

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

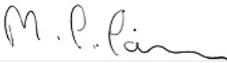
Date of Proposal Submission:	30 Sep 2016
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Agricultural and Life Sciences
Name of Department(s) or Area(s):	Current: Department of Plant, Soil and Entomological Sciences Proposed: Department of Entomology, Plant Pathology and Nematology

Program Identification for Proposed New or Modified Program:

Program Title:	Major: Entomology				
Degree:	B.S.Ag.L. S.	Degree Designation	<input checked="" type="checkbox"/>	Undergraduate	<input type="checkbox"/> Graduate
Indicate if Online Program:	<input type="checkbox"/> Yes		<input checked="" type="checkbox"/>	<input type="checkbox"/> No (on-campus delivery)	
CIP code (consult IR /Registrar):					
Proposed Starting Date:	July 1, 2017				
Geographical Delivery:	Location(s)	statewide		Region(s)	
Indicate (X) if the program is/has:	<input type="checkbox"/> Self-Support		<input type="checkbox"/>	<input type="checkbox"/> Professional Fee	
Indicate (X) if the program is:	<input type="checkbox"/> Regional Responsibility		<input checked="" type="checkbox"/>	<input type="checkbox"/> Statewide Responsibility	

Indicate whether this request is either of the following:

- | | |
|---|---|
| <input checked="" type="checkbox"/> New Degree Program | <input type="checkbox"/> Consolidation of Existing Program |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program |
| <input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |



 College Dean (Institution) 10/14/2016
 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

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.

We request a change in status of one current undergraduate program from an emphasis area to a major, specifically to change from the emphasis area, Insects and Society, to a major in Entomology. The renamed major will continue to be awarded as current practice under the B.S. Agricultural and Life Sciences in the College of Agricultural and Life Sciences at the University of Idaho.

This change is necessary because we simultaneously are requesting by another petition the reorganization of our present academic unit, the Department of Plant, Soil and Entomological Sciences (PSES), into two new academic units: Department of Entomology, Plant Pathology and Nematology (EPPN) and Department of Plant Science (PLSC). PSES currently delivers Insects and Society as one of five emphasis areas under one PSES undergraduate major in Sustainable Crop and Landscape Systems, which is awarded under the degree B.S. Agricultural and Life Sciences.

The bifurcation of PSES into EPPN and PLSC will end our current major in Sustainable Crop and Landscape Systems and so otherwise leave our entomology undergraduate program no place to go. The degree B.S. Agricultural and Life Sciences will continue. APPENDIX #1 is an overview of how our request here is part of the larger petition to reorganize all PSES instructional programs.

- 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.

The Entomology undergraduate program already exists. We are not starting a new Major but rather we are requesting approval to offer our current Emphasis Area as a Major when EPPN comes into operation as an academic department. All Program Need items 2.a, 2.b, 2.c, 2.d and 2.e that follow were considered and were validated when the Entomology undergraduate program began.

- 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:

1. Zika Response Inspector (advertised 29 Sep 2016 at Clarke Global Environment)
2. Biologist/Entomologist (advertised 29 Sep 2016 at Hunter International Recruiting)

Table 1. Current and projected workforce needs, Idaho and the United States (2014-2024).

Occupation	2014: Positions		2024: Positions		2014: % Change	
	ID	US	ID	US	ID	US
Agricultural and Food Sci. Technicians	471	33,000	548	34,700	16.3	4.9
Agricultural Inspectors	217	14,200	265	14,100	22.1	-0.6
Biological Scientists, All Other	274	36,400	359	36,200	31.0	-0.4
Biological Technicians	791	79,300	981	83,500	24.0	5.2
Long-Term-Conservation Scientists	335	21,100	519	22,500	54.9	6.9
Curators	54	13,100	57	14,100	5.6	8.0
Environmental Science and Protection Technicians, Including Health	188	36,200	236	39,600	25.5	9.5
Farmers, Ranchers and other Agricultural Managers	14,350	929,800	17,983	911,700	25.3	-1.9
Forest and Conservation Technicians	2,116	32,600	2,765	30,800	30.7	-5.7
Life Scientists, All Other	N/A	10,600	N/A	11,300	N/A	7.2
Life, Physical and Social Science Technicians, Other (includes precision ag and remote sensing technicians)	328	78,200	407	83,500	24.1	6.8
Museum Technicians and Conservators	18	11,300	18	11,900	0	5.2
Natural Sciences Managers	543	55,100	688	56,900	26.7	3.3
Pest Control Workers	236	74100	225	73200	-4.7	-1.2
Pesticide Handlers, Sprayers, and Applicators, Vegetation	396	36400	456	37800	15.2	3.8
Zoologists and Wildlife Biologists	552	21,300	693	22,200	25.5	4.0

Data from:

Idaho Dept. of Labor, Occupational & Industry Projections 2014-2024

http://lmi.idaho.gov/Portals/0/2016/2014-2024_Idaho-Long-Term-Occupations.xlsx

U.S. Department of Labor, Bureau of Labor Statistics

<http://www.projectionscentral.com/Projections/LongTerm>

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	SEE Table #1	SEE Table #1	SEE Table #1
State			
Nation			

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

- 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 s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

No B.S. degree-awarding institution in Idaho other than the University of Idaho offers an undergraduate major or emphasis area or other designated undergraduate program in Entomology.

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

Agricultural production is an important component of Idaho’s economy and insect pests are a major management concern. This program will produce graduates that understand the importance of integrated pest management and the environmental role of insects. Graduates will fill critical roles in the agricultural industry, research facilities, and state and federal agencies.

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

Production of graduates trained to work in entomology should translate to greater food security in the future.

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.

Entomology is a highly specialized curriculum that nationally is offered as an undergraduate Major by 16 Land Grant Universities. Undergraduate programs in Entomology at the University of Idaho began during 1929 and have been offered continuously ever since, including since 2005 as an Emphasis Area, Insects and Society.

No B.S. degree-awarding institution in Idaho other than the University of Idaho offers an undergraduate major or emphasis area or other designated undergraduate program in Entomology. Boise State University, Idaho State University and Lewis-Clark State College instead offer B.S. Biology; BSU teaches three courses in Entomology and ISU and LCSC each offer one course in entomology.

University of Idaho would be unique among all our neighboring Land Grant Universities in offering an undergraduate Major in Entomology. Montana State University, Oregon State University, University of Wyoming and Washington State University instead offer a Minor in Entomology (or Insect Biology). University of Nevada offers a minor in Museum Studies that includes one Entomology course as among the curriculum options. Utah State University does not offer any undergraduate programs in entomology.

The nearest western Land Grant University that offers an undergraduate Major in Entomology is the University of California, Davis, where approximately 40 students are enrolled.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
BSU	no program	
ISU	no program	

LCSC	no program	
UI	Major: Entomology B.S. Agricultural and Life Sciences	per this petition

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
Montana State University	Minor: Entomology	
Oregon State University	Minor: Entomology	
University of Nevada	no program	
University of California, Davis	Major: Entomology B.S. Entomology	
University of Wyoming	Minor: Entomology	
Utah State University	no program	
Washington State University	Minor: Entomology	

- 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 to this request.

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

This request will allow the new Department EPPN to continue to offer our current undergraduate program in entomology. The change in program status to a major in

Entomology also will enhance our ability to contribute to UI Strategic Goal: *Expand Undergraduate Enrollment* by increasing program visibility to prospective students. In a Strategic Plan era where every undergraduate student counts, offering an entomology program as we currently do – as one of six Emphasis Areas under the single PSES umbrella major named Sustainable Crop and Landscape Systems – is hardly effective and is arguably counterproductive, particularly when recruiting prospective students whose interests are not in insects as pests but instead center on pollinator protection, endangered species conservation, ecological services, insects as bio-indicators and related aspects of environmental protection. None of those themes is readily obvious in the PSES major named Sustainable Crop and Landscape Systems.

This request also sets the stage for EPPN faculty to design in the future a second undergraduate departmental major, Integrated Plant Health, to be awarded with the major in Entomology under a new EPPN B.S. degree. Our working concept for Integrated Plant Health is a cross-disciplinary major that prepares students for careers in pest management through a curriculum that spans entomology, plant pathology, nematology and weeds. No similar major is offered by our Pacific Northwest and Intermountain West Land-Grant peers.

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.

Specialized accreditation is not required to offer a Major in Entomology.

Our program already exists as one of five emphasis areas within the PSES Major in Sustainable Crop and Landscape Systems. We already annually evaluate our entomology undergraduate program following established protocols and metrics posted at the UI Provost Student Learning Assessment page. As described in Q-11 and Q-12 that follow, we will continue to use those faculty-designed and approved Learning Outcomes, Assessment Tools and Procedures, and Direct/Indirect Benchmarks for the Entomology major.

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 to this request.

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 _____ No X

Proposed programs submitted to SBOE that are not on the five-year plan must respond to the

following questions and meet at least one criterion listed below.

- 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?

This request is prompted by the 2014-15 Phase II Program Prioritization Process at the University of Idaho and by 2016 changes in leadership at the College of Agricultural and Life Sciences (CALs). One consequence of the program prioritization recommendations was a proposal during Fall 2014 from our faculty colleagues in the PSES Division of Soil and Land Resources to create a new Department – Soil and Water Systems (SWS) – by separating from PSES and merging with faculty remaining in the UI CALs Department of Biological and Agricultural Engineering. That 2014 proposal left unaddressed how best to organize the non-soil-and-water research, extension and teaching programs remaining in PSES. The issue was not resolved until the Feb 2016 appointment of CALs Dean Michael Parrella and his analysis and subsequent decision to create from PSES the new departments of EPPN and PLSC per Q-1 of this request.

- 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?

Authorization to create the new departments of EPPN and PLSC will end our current undergraduate PSES major and so would leave our present emphasis area no place to continue. Without change in status from and Entomology emphasis area to a major in Entomology to be delivered by EPPN, we cannot continue to offer our program to new students after 1 July 2017.

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.

Entomology is a critical component of the UI and CALs research, teaching, and extension Land-grant mission.

- ii.** Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

While the faculty and administration will actively work with development, and the writing of external grants, funding is not required to begin the academic program. Once established the major will be supported through traditional funding practices and budgets through the CALs.

- iii.** Is there a contractual obligation or partnership opportunity to justify the program?

There is no contractual obligation, however, stakeholders (Idaho commodity commissions, for example) continue to support research and extension efforts in entomology as it relates agricultural pest management.

- iv.** Is the program request or program change in response to accreditation requirements or recommendations?

No.

- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

No.

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.	19
Credit hours in required courses offered by other departments:	90
Credit hours in institutional general education curriculum	19
Credit hours in free electives	0
Total credit hours required for degree program:	128

The requirements to complete the Entomology major are presented in Appendix #2.

- 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.

Students will be required to take the senior experience course Pesticides in the Environment. This class includes an interdisciplinary treatment of the movement and degradation of pesticides and is team taught by faculty in three different disciplines.

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.

As noted in our earlier response to Q-6, this program already exists as an Emphasis Area within the PSES *Major Sustainable Crop and Landscape Systems*, and we annually evaluate that PSES Major by following established protocols and metrics as posted at the UI Provost *Student Learning Assessment* page: <http://www.uidaho.edu/provost/iea/assessment>.

We will continue to use those faculty-designed and approved Learning Outcomes, Assessment Tools and Procedures, and Direct/Indirect Benchmarks for the Entomology major.

Desired Learning Outcomes are as follows:

- A. Ability to apply disciplinary knowledge to broader scientific and societal issues, including sustainable production of food and fiber; ability to interact with peers through participation in various student groups/organizations; obtaining valuable

- professional experience and interaction through internships.
- B. Understanding of important scientific principles and concepts; ability to apply concepts to real-life situations; ability to analyze and critically evaluate scientific information; effective oral and written communication skills; ability to clearly express and discuss scientific concepts with in both a classroom and work environment.

Outcomes (A) align with UI Outcomes (1) Learn and Integrate, (2) Communicate, (3) Clarify Purpose and Perspective, and (4) Practice Citizenship; Outcomes (B) align with UI Outcomes (1) Learn and Integrate, (2) Think and Create, and (3) Communicate.

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.

Direct Measure Process (per our current protocols and metrics):

Demonstrated ability to apply academic knowledge to real-world problems and controversies using case studies in Senior Experience Capstone course (ENT/PLSC/SOIL 438); performance on parts of standardized exams that assess ability to integrate and synthesize various concepts; successful completion of internships with various employers around the region; numbers of students participating in clubs/organizations and service learning.

Indirect Measure Process (per our current protocols and metrics):

Student internship reporting, including feedback from both student and employer; student evaluations of teaching; student grades in core courses, including performance on lecture exams, laboratory exams, class projects, and term papers.

Face-to-Face Measures (per our current protocols and metrics):

Exit interviews with graduating seniors, including overall assessment of degree program, internships, student clubs/organizations, and opportunities for service learning activities.

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

We anticipate that the Department of Entomology, Plant Pathology and Nematology (which does not yet exist and so does not yet have an administrative structure) will include a departmental faculty Curriculum Committee that will be charged with interpretation of annual Learning Outcome metrics for all EPPN instructional programs and that will recommend specific policy for consideration and implementation by the EPPN Administrator. One focus will be to reconsider current Learning Outcomes, Assessments and Metrics as we create a second departmental Major that spans entomology, plant pathology, nematology; focus also will be on curricular and co-curricular changes (such as simplification of the curriculum and consideration of how our course requirements can allow for double-majors from other UI departments and colleges). An underpinning objective will be to contribute to UI Strategic Plan Goals for undergraduate enrollment.

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

Direct Benchmarks:

The majority of students in the Senior Experience Capstone course demonstrate the ability to critically analyze and report on case studies; at least 80% of students pass standardized tests; at least 80% of employers are satisfied with performance of student interns; at least 75% of students actively participate in club/organization and/or service learning activities.

Indirect Benchmarks:

At least 80% of employers and students report overall satisfaction with internship experience; student evaluations of course and instructor quality in courses required by major and emphasis areas are 3 or higher; students receive a grade of C or higher in all courses required by major and emphasis areas.

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

Learning Outcomes Assessment as outlined in Q-12.a and Q-12.c will occur throughout the academic year. Metrics will be reported annually during September for the prior Academic Year. New procedures and metrics will be developed by EPPN faculty during FY17 for our anticipated second undergraduate major in Integrated Plant Health.

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.

There are no similar programs at BSU or ISU or LCSC.

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)
UI Emphasis Area <i>Insects and Society</i>	3	3	4	5	0	0	2	1

- 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: Major ENTOMOLOGY											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY17 (first year)	FY18	FY19	FY20	FY21	FY22	FY17 (first year)	FY18	FY19	FY20	FY21	FY22
5	8	12	16	20	20	1	2	2	5	5	5

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?

Projections anticipate annual enrollment growth at least equal to FY16 during which four students entered the program (i.e., two Freshmen and two transfer students). Those modest projections are based on recent enrollment and graduation data, tempered by enrollments of 20-to-40 majors at large Land Grant Universities and by our own historic enrollments of 10-to-15 majors when the faculty last were organized as a formal Department of Entomology with an identifiable major in Entomology.

Entomology recruitment and career opportunity workshops delivered last year by the Chair, PSES Division of Entomology, to more than 250 Idaho High School students presumably had a positive impact on enrollment and so will continue; those events especially targeted 4-H Club and FFA members who may be more predisposed than others to careers in entomology. We developed last year as marketing tools printed "insect trading cards" with QR codes that link to our website; we also developed a single-sheet handout "*Career Opportunities: Entomology, the Study of Insects*" that we shared with College of Agricultural and Life Sciences Student Recruiter and the CALS Student Ambassadors. A new Core Science CORS course, *From Food to Weapons: How Humans Use Insects*, to be taught Spring 2017 by Dr. Steve Cook, Professor of Entomology, has potential to recruit students into the Major, as too does an ISEM 101 course about entomology and fly fishing, to be taught by the Dean of the College of Agricultural and Life Sciences.

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?

The Entomology courses required of the Major either are required of our M.S. and Ph.D. programs in Entomology (i.e., taught at dual 400:500 level) or are required by other CALS undergraduate programs. Hence, the question of an exact minimal enrollment is not especially germane because even in the absence of any undergraduate Majors, the required courses will be taught.

Resources Required for Implementation – fiscal impact and budget

Items 18, 19, 20 and 21 that follow are not directly relevant to this request.

We do not seek to create a new undergraduate program that will require new or different physical,

library, personnel, and revenue resources beyond those already allocated to the current Entomology emphasis area. We instead request a status change from emphasis area to major so that we can continue our undergraduate program following establishment of the Department of Entomology, Plant Pathology and Nematology (EPPN) during 2017.

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 program is currently supported by existing teaching facilities in the Iddings Agricultural Science Building.

- 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?

At this point, no new courses are being added for the new major. This will reduce the need for space and other resources.

- 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.

No additional resources are required to support this new major since no new courses are being added.

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.

- 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.

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?

- 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.

- 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?
- 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.

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?

Funding that currently supports the courses included in this proposal are already in existence and currently allocated to the existing units (Divisions of Entomology and Plant Science).

- 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.

Not applicable.

- 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:

Note: The shifting enrollment headcounts contained in the budget templates that follow are

based on current undergraduate and graduate student enrollments and an anticipated annual enrollment increase of 5%.

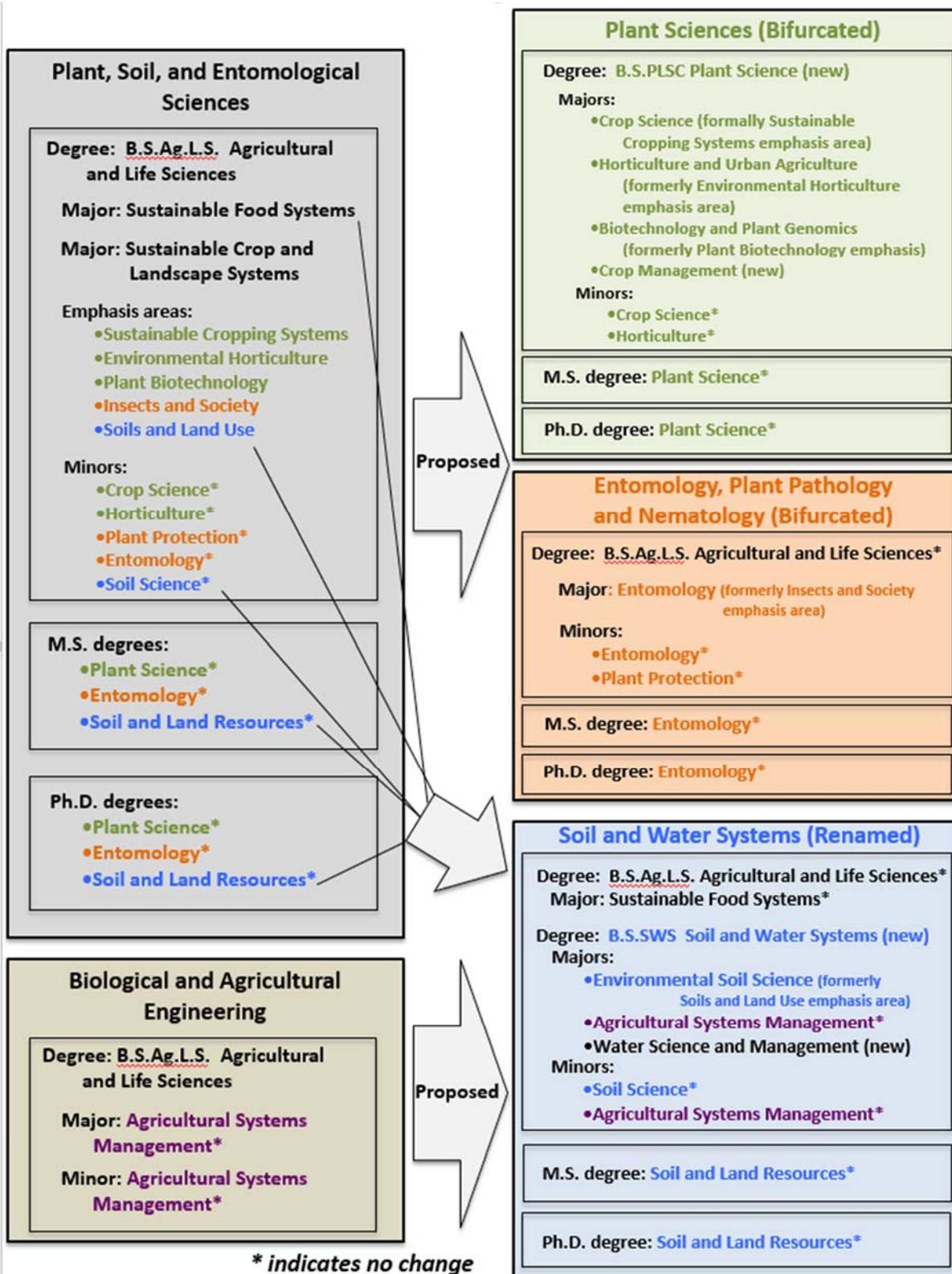
- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates 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).

ITEM #21. Budget template

Program Resource Requirements.									
<ul style="list-style-type: none"> • 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). 									
I. PLANNED STUDENT ENROLLMENT									
	FY 17		FY 18		FY 19		FY 20		
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	
A. New enrollments				30		32		34	
B. Shifting enrollments		29							
Total Enrollment	0	29	0	30	0	32	0	34	
II. REVENUE									
	FY 17		FY 18		FY 19		FY 20		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
1. New Appropriated Funding Request									
2. Institution Funds	\$924,737		\$924,737		\$924,737		\$924,737		
3. Federal	\$3,444,295		\$3,444,295.48		\$3,444,295.48		\$3,444,295.48		
4. New Tuition Revenues from Increased Enrollments									
5. Student Fees									
6. Other (i.e., Gifts)		\$69,982.00		\$69,982.00		\$69,982.00		\$69,982.00	
Total Revenue	\$4,369,032	\$69,982	\$4,369,032	\$69,982	\$4,369,032	\$69,982	\$4,369,032	\$69,982	
<i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i>									
<i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i>									

III. EXPENDITURES									
	FY 17		FY 18		FY 19		FY 20		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
A. Personnel Costs									
1. FTE	26		26		26		26		
2. Faculty	\$1,284,914		\$1,323,461.4		\$1,323,461.4		\$1,363,165.26		
3. Adjunct Faculty									
4. Graduate/Undergrad Assistants	\$ 316,779		\$ 326,282		\$ 326,282		\$ 316,779		
5. Research Personnel	\$ 1,553,371		\$ 1,599,972		\$ 1,599,972		\$1,538,981.29		
6. Directors/Administrators	\$ 150,000		\$ 154,500.0		\$ 154,500.0		\$ 159,135.00		
7. Administrative Support Personnel	\$ 40,000		\$ 41,200.0		\$ 41,200.0		\$ 42,436.00		
8. Fringe Benefits	\$ 635,626		\$ 654,694.9		\$ 654,694.9		\$ 674,335.71		
9. Other:									
Total Personnel and Costs	\$3,980,690	\$0	\$4,100,111	\$0	\$4,100,111	\$0	\$4,094,832	\$0	

APPENDIX #1. Current PSES Undergraduate and Graduate Curricula (grey box, left) and their proposed placement in PSES-derivative departments Plant Sciences (green box, right), Entomology, Plant Pathology and Nematology (orange box, right) and Soil and Water Systems (blue box, right).



APPENDIX #2. Course requirements for the proposed major in Entomology.

Agricultural and Life Science (B.S.Ag.L.S.)		credits
AGED 406	Exploring International Agriculture	3
SOIL 205	The Soil Ecosystem	3
SOIL 206	The Soil Ecosystem	1
STAT 251	Statistical Methods	3
One of the following (2-3cr):		
ASM 305	GPS and Precision Agriculture	3
ASM 412	Agricultural Safety and Health	2
PLSC 207/ GENE 207	Introduction to Biotechnology	3
One of the following (4-credits):		
CHEM 101	Introduction to Chemistry I	4
CHEM 111	Principles of Chemistry I	4
One of the following (3-credits):		
COMM 101	Fundamentals Public Speaking	2
ENGL 207	Persuasive Writing	3
ENGL 313	Business Writing	3
ENGL 316	Environmental Writing	3
ENGL 317	Technical Writing	3
One of the following (3-4 credits):		
MATH 143	Pre-calculus Algebra and Analytic Geometry	3
MATH 160	Survey of Calculus	4
MATH 170	Analytical Geometry and Calculus	4
Entomology (B.S.Ag.L.S.)		
Required course work includes the university requirements (see regulation J-3):		
BIOL 114	Organisms and Environments	4
BIOL 312	Molecular and Cellular Biology	3
BIOL 313	Molecular and Cellular Biology Laboratory	1
BIOL 314	Ecology and Population Biology	4
CHEM 112	Principles of Chemistry II	5
ENT 322	General and Applied Entomology	4
ENT 438	Pesticides in the Environment	3
ENT 440	Insect Identification	4
ENT 441	Insect Ecology	3
PLSC 102	The Science of Plants in Agriculture	3
PLSC/GENE 207	Introduction to Biotechnology	3
PLSC 400	Seminar	1

One of the following (3 cr):

PLSC 415	Plant Pathology OR	3
SOIL 425	Microbial Ecology	3

One of the following (4 credits):

BIOL 213	Principles of Biological Structure and Function	4
PLSC 205	General Botany	

One of the following (3 cr):

CHEM 275	Carbon Compounds	3
CHEM 277	Organic Chemistry I	

One of the following (3-5 cr):

BIOL 154	Introductory Microbiology AND	3
BIOL 155	Introductory Microbiology Lab	1

BIOL 250	General Microbiology AND	3
BIOL 255	General Microbiology Lab	1

BIOL 300	Survey of Microbiology	3
BIOL 380	Biochemistry I	4

CHEM 253	Quantitative Analysis AND	3
CHEM 254	Quantitative Analysis Lab	2

One of the following (3-4 cr):

BIOL 310	Genetics	3
BIOL 315	Genetics Laboratory	1
GENE 314	General Genetics	3

Elective courses (22 credits)

Biotechnology electives	3
Entomology electives	5
Life Science electives	6
Mathematics electives	4
Physics electives	4

Courses to total 128 for this degree

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	30 Sep 2016
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Agricultural and Life Sciences
Name of Department(s) or Area(s):	Current: Department of Plant, Soil and Entomological Sciences Proposed: Department of Plant Sciences

Program Identification for Proposed New or Modified Program:

Program Title:	Majors: Horticulture and Urban Agriculture, Biotechnology and Plant Genomics, Crop Science, and Crop Management.				
Degree:	B.S.Pl.Sc.	Plant Science	<input checked="" type="checkbox"/>	Undergraduate	<input type="checkbox"/> Graduate
Indicate if Online Program:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/>	No (on-campus delivery)		
CIP code (consult IR /Registrar):					
Proposed Starting Date:	Fall 2017				
Geographical Delivery:	Location(s)	Moscow	Region(s)		
Indicate (X) if the program is/has:	<input type="checkbox"/> Self-Support	<input checked="" type="checkbox"/>	Professional Fee		
Indicate (X) if the program is:	<input type="checkbox"/> Regional Responsibility	<input checked="" type="checkbox"/>	Statewide Responsibility		

Indicate whether this request is either of the following:

- | | |
|---|---|
| <input checked="" type="checkbox"/> New Degree Program | <input checked="" type="checkbox"/> Consolidation of Existing Program |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program |
| <input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative |

M.P. Pinn 10/14/2016
 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

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.

We request a change in status of three current undergraduate programs from emphasis areas to majors, specifically to elevate from an emphasis area in Environmental Horticulture, to a major in Horticulture and Urban Agriculture; from Plant Biotechnology to Biotechnology and Plant Genomics; and from Sustainable Cropping Systems to Crop Science. The renamed majors will be awarded under the new degree B.S. Plant Science.

These changes are necessary because we simultaneously are requesting by another petition the reorganization of our current academic unit Department of Plant, Soil and Entomological Sciences (PSES) into two new academic units: Department of Entomology, Plant Pathology and Nematology (EPPN) and Department of Plant Sciences (PLSC). PSES currently delivers the three plant emphasis areas as part of five emphasis areas within one PSES undergraduate major named Sustainable Crop and Landscape Systems that is awarded under the degree B.S. Agricultural and Life Sciences. The bifurcation of PSES into EPPN and PLSC will end our current Sustainable Crop and Landscape Systems major, and we request the three new plant majors be placed in a new degree B.S. Plant Science. APPENDIX #1 is an overview of how our request here is part of the larger petition to reorganize all PSES instructional programs.

The proposed major, Crop Management, is a new degree offering that has been prompted by a high demand in the labor force for B.S. students that are qualified to do applied field agronomy and make business decisions that have arisen locally and nation-wide associated with the expanding food and energy needs that require Crop Production Managers and Farm Managers to ensure high volume and high quality of agricultural products for the industry. The new degree program will provide students who have an interest in management of crops rather than crop sciences that require greater foundation in chemistry, physiology and molecular biology. In addition, students from this new program will be educated in applied crop production and crop management, combined with courses in agricultural economics, and farming systems.

- 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.

The three emphasis areas already exist and thus all Program Need items 2.a, 2.b, 2.c, 2.d and 2.e that follow were considered and were validated when these programs began. As noted in item Q-1 above, we are not developing any new Majors but rather we request approval to offer our current Plant Emphasis Areas as Majors when the Department of Plant Sciences begins operation.

The proposed new majors will simplify how new and current students find the plant majors and evaluate if they meet their employment and career goals. Currently, students have to look through numerous layers (degree, major and emphasis area) before finding topics specifically related to plant programs. The new majors will increase student enrollment and better serve

the state of Idaho and the region.

Emphasis areas proposed to be elevated to majors:

- a. Horticulture and Urban Agriculture
- b. Crop Science
- c. Biotechnology and Plant Genomics

Proposed new major:

Crop Management

This new major will be particularly attractive to students who wish to be employed in applied production agriculture. This major will provide well-rounded students who will be prepared to manage family or larger corporate Agro-businesses as field agronomists, crop production managers, and farm managers. The new major will increase student enrollment in the Plant Sciences, and better serve the state of Idaho and the region.

- 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:

Horticulture and Urban Agriculture major:

- 1. Horticulture plant scientist
- 2. Greenhouse manager
- 3. Vegetable production manager
- 4. Landscape manager
- 5. Golf course superintendent

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	1166		
State	1166		
Nation	39,418		

Crop Science major:

- 1. Crop consultant or researcher
- 2. Plant scientist – Crop production
- 3. Plant breeder
- 4. Seed producer
- 5. Weed scientist
- 6. Agri-chemical employee
- 7. Biological and conservation scientists

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	905		
State	905		

Nation	39,189		
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Biotechnology and Plant Genomics:

1. Plant scientist
2. Biological scientist, biotechnology
3. Biochemist
4. Plant breeder
5. Plant molecular biologist

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	585		
State	585		
Nation	55,965		

Crop Management: (proposed new major)

1. Field Agronomist (crops);
2. Crop Production Manager
3. Farm Manager.

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	27,338		
State	27,338		
Nation	1,681,832		

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

One of our current emphasis areas, Crop Science is focused on the Plant Sciences as it pertains to producing crops to sustain society. The new major moves that focus to management of those crops both with respect to farm operations, crop production and business decisions needed to run small to large corporate farms and crop production related to agribusiness.

- 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**.

For the Crop Management students, the state and national job opportunities will remain strong. To establish employment demand, we focused on employers' job announcements, separating duties from skills needed to perform the jobs. We determined that this proposed new major will prepare students for employment with job numbers in the tens of thousands. Currently, students completing their degrees entertain two to three competitive job offers with salaries ranging from \$40,000 to \$60,000. We also will prepare students for the even larger market with an estimate of nearly 1.7 million jobs.

- c. **Economic Need:** Describe how the proposed program will act to stimulate the state

economy by advancing the field, providing research results, etc.

Agriculture continues to be an important sector of Idaho’s economy. The number of jobs within the state may be (relatively) small but the impact of those jobs on Idaho’s economy and rural environment remains high, producing food, fiber and energy.

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

Food security within the United States is critical to societal function. Preparing students with modern techniques and the ability to adapt to new situations will increase security. With few people needed to produce sufficient food, other sectors of the economy can develop.

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.

The undergraduate Majors in Horticulture and in Crop Science (agronomy) are quite specialized curricula that are offered nationally at many Land Grant Universities, including Pacific Northwest states. Plant Biotechnology is highly specialized with curriculum designed to stay current in plant molecular biology, biochemistry and genomics. Undergraduate programs in Horticulture and in Crop Science in their current form (emphasis areas) have been offered at the University of Idaho since 2005, whereas the Plant Biotechnology was offered starting in 2010.

No B.S. awarding institution in Idaho other than the University of Idaho offers an undergraduate Emphasis Area or Major or other designated undergraduate programs in Horticulture and Urban Agriculture, Crop Science, or Biotechnology and Plant Genomics. Boise State University, Idaho State University and Lewis-Clark State College instead offer B.S. Biology; BSU, ISU and LCSC each teach several plant courses related more to botany than to agricultural sciences.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
BSU	no program	
ISU	no program	
LCSC	no program	
UI	Major: Horticulture & Urban Ag	per this petition

	<p>Major: Crop Science</p> <p>Major: Biotechnology and Plant Genomics</p> <p>B.S. Plant Science</p>	
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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
Montana State University	<p>B.S. Plant Sciences</p> <p>Environ. Hort. Sci. Major</p> <p>Crop Science Major</p> <p>Plant Biotechnology Major</p>	
Oregon State University	<p>B.S. Horticulture</p> <p>B.S. Crop & Soil Science</p> <p>Biotechnology – graduate program only</p>	
University of Nevada	<p>B.S. Ag. Science</p> <p>Ag Sciences major</p> <p>Biotechnology major</p>	
University of Wyoming	<p>B.S. Agroecology only</p>	
Utah State University	<p>B.S. Horticulture</p> <p>B.S. Plant Science</p>	
Washington State	<p>B.S. Integrated Plant</p>	

University	<p>Sciences</p> <p>Agricultural Biotechnology major</p> <p>Landscape, Nursery, Greenhouse Mgt. major</p> <p>Field Crop Mgt. major</p>	
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Crop Management: (new major)

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
University of Idaho	<p>Major: Crop Management</p> <p>BS Plant Science</p>	(Proposed Program)

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Washington State University	Agriculture and Food Systems BS, Cropping Systems Option	Students in this major gain a science-based overview of agriculture and food systems, with an emphasis on the practical application of technology to agricultural production systems. The program combines students' inherent creativity and interest in physical and biological sciences, technology, mathematics, business, and related subjects with their desire to develop innovative solutions to a variety of agricultural problems.
Oregon State University	Crop and Soil Science BS, Agronomy Option	Crop science involves growing, protecting, developing and improving plants that supply the world's food, livestock feed, fuels, seed-based industrial raw materials, soil and watershed protection, lawns, turf and wildlife crops. Soil science is an applied science that builds upon a strong foundation in biology, chemistry, geology and physics. Students who like science and the challenge of solving problems can do it all in soil science.

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 to this request.

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

This request will allow the new Department of Plant Sciences to continue to offer our current undergraduate program offerings in three distinct and crucial areas of plant sciences. Elevation of program status to Majors in Horticulture and Urban Agriculture, Crop Science, and Biotechnology and Plant Genomics also will enhance our ability to contribute to UI Strategic Goal: *Expand Undergraduate Enrollment* by increasing the visibility of our programs to prospective students. Given the UI Strategic Plan, every undergraduate student in a program counts; yet offering the current three plant emphasis areas as we now do under a cumbersome Major name that is somewhat unclear to prospective students is ineffective and likely counterproductive, particularly for recruiting students whose interests are in horticulture, crop science or plant biotechnology. As emphasis areas, these names are not found in searches of the UI programs (in the UI catalog or online). Currently, the only program name that can be found is Sustainable Crop and Landscape Systems, and most prospective students have no idea that this major is associated with horticulture, crops science or plant biotechnology. Elevating our current emphasis areas to majors will help prospective students and their parents as well as high school teachers who mentor students to find our plant science majors, which in turn should help increase our enrollment.

Crop Management: (proposed new major)

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Goal 1: Teaching and Learning, Enable student success in a rapidly changing world	The program was designed to provide students will the skills necessary to better deal with complex problems in applied crop production agriculture. The cross-disciplinary nature of Crop Management will give students the tools to think and communicate across traditional production agriculture boundaries.
Goal 2: Promote excellence in scholarship and creative activity	The creation of this degree program will result in greater collaboration of faculty in multiple Departments (i.e. AGECE, ASM, Soil & Water, AGED and PLSC) within CALS. Greater collaboration may lead to new ideas for research as well as innovations in teaching.
Goal 3: Meet society’s critical needs by engaging in mutually beneficial partnerships	Faculty advisors in the new program will actively seek out opportunities to connect students to related activities within the community. Students will be required to complete an internship at a pre-screened, production agricultural facility.
Goal 4: Be a purposeful, ethical, vibrant and open community	This program will result in an increase in recruitment of students that are outside of the traditional Crop Science area, who are interested

	<p>in a career in applied production agriculture with less scientific training. We believe that the program will attract more students from urban backgrounds and from outside the state of Idaho. The potential development of a 2+2 program may also result in increased diversity in the student body.</p>
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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.

Specialized accreditation is not required to offer a Major in Horticulture and Urban Agriculture, Crop Science nor Biotechnology and Plant Genomics.

The three proposed majors already exist as part of five Emphasis Areas within the PSES Major Sustainable Crop and Landscape that we annually evaluate following established protocols and metrics posted at the UI Provost Student Learning Assessment page. We will continue to use those faculty-designed and approved Learning Outcomes, Assessment Tools and Procedures, and Direct/Indirect Benchmarks for three proposed majors.

This new Crop Management major will not require specialized accreditation. Internally, the program will be monitored using the same protocols applied to the existing Department of Plant Sciences majors. Exit interviews with undergraduate students within the Department will be conducted and responses recorded. Students are strongly encouraged to complete advising evaluations that are reviewed by the department head. Student teaching evaluations are reviewed by the Department Chair. Dr. Jack Brown will serve as the academic advisor to students in the program and will utilize advising appointments to gather informal student feedback regarding courses, internships and overall satisfaction with the program. The program will also be reviewed periodically with the established advisory committees at the department and college level.

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 to this request.

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 _____ No X

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

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?

This request is prompted by the 2014-15 Phase II Program Prioritization Process at the University of Idaho and by 2016 changes in leadership in the College of Agricultural and Life Sciences (CALs). One consequence of the program prioritization recommendations was a proposal during Fall 2014 from our faculty colleagues in the PSES Division of Soil and Land Resources to create a new Department – Soil and Water Systems (SWS) – by separating from PSES and merging with faculty remaining in the UI CALs Department of Biological and Agricultural Engineering. That 2014 proposal left unaddressed how best to organize the non-soil-and-water research, extension and teaching programs remaining in PSES. The issue was not resolved until the Feb 2016 appointment of CALs Dean Michael Parrella and his analysis and decision to create from PSES the new departments of EPPN and PLSC per Q-1 of this request. The new proposed major has resulted from this proposed creation of the new Department of Plant Sciences.

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?

Authorization to create the new departments of EPPN and PLSC will end our current undergraduate PSES major and so would leave our present plant Emphasis Areas without a major. Without change in status to elevate the three plant Emphasis Areas to Majors delivered by the Department of Plant Sciences, we would be unable to offer our program to new students after 1 July 2017.

In addition, agriculture and closely related industries have an immediate need for students with degrees in horticulture, crop science and biotechnology. Future agriculture, particularly food security, in Idaho and the region will be severely impacted if suitable students lack the necessary education due to a delay in implementing the proposed changes at the earliest possible date.

Idaho and the Pacific Northwest have an immediate need for undergraduate students with and education in Crop Management. Without a doubt, the need is actually nationwide, and future agriculture positions will be severely impacted if suitable students can't be educated at the earliest possible date.

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.

The College of Agricultural and Life Sciences has an obligation to educate students who can fill the needs of Idaho and regional agriculture. In recent years, the number of institutions, including Land Grant Universities, offering degrees in horticulture, crop science, or plant biotechnology have declined while the demand for qualified graduates has increased. For example, private investment in agricultural biotechnology has increased the demand for qualified graduates who can produce or manage horticultural or agronomic crops. Agricultural industries in the state and region often contact the University of Idaho seeking suitably qualified students who have graduated from our emphasis areas to fill field

production or crop manager positions in agronomy and horticulture. With the rise of biotechnology, private companies are increasing their needs for students who have had rigorous coursework in physiology and molecular biology.

The demand for crop managers has never been higher. Fewer institutions are offering degrees in applied agronomy while the demand for qualified applied crop production managers has risen caused by private investment in agricultural biotechnology needing applied field researchers. Agricultural businesses often approach the University of Idaho seeking suitably qualified graduates to fill field agronomist or crop production manager positions.

No other state institution within our region offers a similar major for their students. Although Washington State and Oregon State Universities offer similar degrees to their students, these majors are more similar to the proposed Crop Science Major, with less emphasis in applied agronomy.

- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

While the faculty and administration will actively work with development, and the writing of external grants, funding is not required to begin the academic program. Once established, the majors will be supported through traditional funding practices and budgets through CALS.

- iii. Is there a contractual obligation or partnership opportunity to justify the program?

No.

- iv. Is the program request or program change in response to accreditation requirements or recommendations?

No.

- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

No.

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

The proposed curricula will be changed slightly to offer students more flexibility in courses taken and more control to tailor their studies to their career choices. The curriculum for each of the proposed majors are presented at the end of this document.

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

Credit hours in required courses offered by the	Hort & Urban Ag = 46
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department (s) offering the program.	Crop Science = 44 Biotechnology & Plt Genomics = 41
Credit hours in required courses offered by other departments:	Hort & Urban Ag = 25 Crop Science = 33 Biotechnology & Plt Genomics = 36
Credit hours in institutional general education curriculum	Hort & Urban Ag = 38 Crop Science = 38 Biotechnology & Plt Genomics = 38
Credit hours in free electives	Hort & Urban Ag = 14 Crop Science = 7 Biotechnology & Plt Genomics = 5
Total credit hours required for degree program:	120 credits each for all three proposed majors

Crop Management: (proposed new major)

Credit hours in required courses offered by the department (s) offering the program:	26
Credit hours in required courses offered by other departments:	37
Credit hours in institutional general education curriculum:	18
Credit hours in free electives:	9
Total credit hours required for degree program:	120

The requirements to complete the major are presented in Appendix #2. The Curriculum is divided into 37 credits that are required for all Plant Sciences majors, plus an additional 35 credits that are required for all Crop Management Majors. In addition, students will be required to complete 15 credits in Crop Management Electives, and 6 credits in Professional Support Electives. All UI students are required to complete the UI core requirements and complete additional credits (9) to total 120 credits for the degree.

- 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.

The proposed horticulture and crop science majors require the senior capstone course PLSC 438 Pesticides in the Environment. The proposed biotechnology major will allow students to choose between PLSC 438 or another appropriate senior capstone course that will fit their career plans. All three proposed majors require either 3 credits of PLSC 398 Internship, PLSC 402 Undergraduate Research or PLSC 499 Directed study. All of these courses have been included in the credit hours listed in Section A above.

Crop Management: (new major)

- PLSC 398, 402 or 499: Internship, Applied Research Experience or Directed Study.
- PLSC 438: Pesticides in the Environment (senior experience).

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.

As noted in our earlier response to Q-6, the three plant emphasis areas already exist as part of five Emphasis Areas within the PSES Major Sustainable Crop and Landscape Systems that we annually evaluate following established protocols and metrics posted at the UI Provost *Student Learning Assessment* page, <http://www.uidaho.edu/provost/iea/assessment>.

We will continue to use those faculty-designed and approved Learning Outcomes, Assessment Tools and Procedures, and Direct/Indirect Benchmarks for three proposed plant majors.

The proposed new major in Crop Management will offer potential students a necessary alternative to the other proposed degrees offered in Plant Sciences, those being Crop Science, Biotechnology, and Horticulture, created from the three Plant Sciences emphasis areas from within the PSES major in Sustainable Crop and Landscape Systems. The Crop Management Major will be evaluated annually following the established protocols and metrics described above.

Desired Learning Outcomes are as follows:

- A. Ability to apply disciplinary knowledge to broader scientific and societal issues, including sustainable production of food and fiber; ability to interact with peers through participation in various student groups/organizations; obtaining valuable professional experience and interaction through internships.
- B. Understanding of important scientific principles and concepts; ability to apply concepts to real-life situations; ability to analyze and critically evaluate scientific information; effective oral and written communication skills; ability to clearly express and discuss scientific concepts within both a classroom and work environment.
- C. Crop management students will need to understand important crop management and crop agronomic principles and concepts and must be able to apply concepts to real-life crop production situations. These students must also be able to analyze and critically evaluate scientific information, have effective oral and written communication skills, and have the ability to clearly express and discuss scientific concepts within both a classroom and work environment.

Outcomes (A) align with UI Outcomes (1) Learn and Integrate, (2) Communicate, (3) Clarify Purpose and Perspective, and (4) Practice Citizenship; Outcomes (B) align with UI Outcomes (1) Learn and Integrate, (2) Think and Create, and (3) Communicate.

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.

Direct Measure Process (per our current protocols and metrics):

Demonstrated ability to apply academic knowledge to real-world problems and controversies using case studies in Senior Experience Capstone course (PLSC 438); performance on parts of standardized exams that assess ability to integrate and synthesize various concepts; successful completion of internships with various employers around the region; numbers of students participating in clubs/organizations and service learning.

Indirect Measure Process (per our current protocols and metrics):

Student internship reporting, including feedback from both student and employer; student evaluations of teaching; student grades in core courses, including performance on lecture exams, laboratory exams, class projects, and term papers.

Face-to-Face Measures (per our current protocols and metrics):

Exit interviews with graduating seniors, including overall assessment of degree program, internships, student clubs/organizations, and opportunities for service learning activities (per current protocols and metrics). Academic advising will also be assessed in order to improve student knowledge about careers in the three proposed plant science majors and the proposed new Crop Management major.

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

Currently, the division chairs in PSES meet to discuss assessment results and recommend curricular changes. Once the new Department of Plant Sciences is approved, a Plant Sciences Curriculum Committee will be established to oversee assessment measures and outcomes as well as recommend curricular changes to improve the three plant majors as needed.

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

Direct Benchmarks (per our current protocols and metrics):

The majority of students in the Senior Experience Capstone course demonstrate the ability to critically analyze and report on case studies; at least 80% of students pass standardized tests; at least 80% of employers are satisfied with performance of student interns; at least 75% of students actively participate in club/organization and/or service learning activities.

Indirect Benchmarks (per our current protocols and metrics):

At least 80% of employers and students report overall satisfaction with internship experience; student evaluations of course and instructor quality in courses required by majors should be 3 or higher; students receive a grade of C or higher in all courses required for each plant science major.

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

Learning Outcomes Assessment as outlined in Q-12.a and Q-12.c will occur throughout the academic year with metrics annually reported during September for the prior Academic Year. New or adjusted procedures and metrics will be developed by Plant Sciences faculty members during FY17 and beyond as needed for the three proposed plant science majors and the new proposed Crop Management major.

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.

There are no similar programs at BSU or ISU or LCSC.

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)
UI Emphasis Area <i>Environmental Horticulture</i>	29	28	24	21	4	6	9	8
UI Emphasis Area <i>Sustainable Cropping Systems</i>	14	15	17	17	3	5	4	5
UI Emphasis Area <i>Plant Biotechnology</i>	9	5	5	7	0	1	2	1

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: Majors: Horticulture & Urban Ag, Crop Science, Biotech & Plant Genomics											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY17 (first year)	FY18	FY19	FY20	FY21	FY22	FY17 (first year)	FY18	FY19	FY20	FY21	FY22
Hort. & Urb.	26	29	32	35	39	5	6	7	8	9	10

Ag 23											
Crop Sci. 15	16	17	19	20	22	4	5	5	6	6	7
Biotec. & Plt Geno- mics 7	8	9	10	12	14	1	2	2	3	3	4

Proposed Crop Management major:

Proposed Program: Projected Enrollments and Graduates First Five Years												
Program Name:												
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program						
FY2017 (first year)	FY- 2018	FY- 2019	FY- 2020	FY- 2021	FY- 2022	FY2017 (first year)	FY- 2018	FY- 2019	FY- 2020	FY- 2021	FY- 2022	
8	12	20	30	40	60	-	-	4	8	10	15	

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 methods for determining enrollment and graduation projections were based on historical data. Since we are elevating emphasis area curricula to majors, we looked at recent and past enrollment and graduation data. We anticipate that having curricula that are now majors will provide better visibility for our academic programs and should help to increase our undergraduate enrollments.

With regard to the proposed Crop Management major, recent changes in other institutions regionally and nationally have reduced the proportion of Plant Science undergraduates who have been educated in applied field crop production management. A greater proportion, to fill an increased demand, has been directed towards degrees with more science emphasis (biotechnology). The available opportunities and jobs in Crop Management and Farm Management will ensure that jobs will be available for suitably qualified graduates.

The enrollment figures presented above are likely to be lower than the true needs for students in the workplace with Crop Management skills. Given that the entire enrollment in PSES over all disciplines had tended to be in the 50-60 student range, and that most 40-50 of these have majored in Plant Sciences, the addition of this new major would potentially double or triple existing enrollment.

Initially, some students will transfer from 2-year programs or from other UI programs. Discussions with students in CALS have shown that many would be attracted to a Plant Sciences degree option with a reduced emphasis on pure sciences and a well-rounded education in agriculture including basic understandings in agricultural economics, agricultural education, combined with a strong applied program in crop production classes. Discussions with Agricultural and Food industries also have shown a high demand for students with skills that would be obtained in from this degree.

- 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?

Since we are asking to elevate emphasis areas to majors, we already have our academic curricula in place. Our proposed academic curricula will continue in the new Department of Plant Sciences without a concern for minimum numbers of students since the programs are already established.

With regard to the proposed Crop Management major, the minimum enrollment in this program is likely to be proportionally related to total enrollment in Plant Sciences and CALS. The minimum enrollment would likely be 8-10 students. The time frame for these enrollment numbers would be a rapid increase over the first 4 years, thereafter a more gradual increase or stabilization.

Resources Required for Implementation – fiscal impact and budget

Items 17, 18, 19, 20 and 21 that follow are not directly relevant to this request. We do not seek to create a new undergraduate program that will require new or different physical, library, personnel, and revenue resources beyond those already allocated to the three current plant Emphasis Areas. We instead request a status change from Emphasis Area to Major for the three plant programs so that we can continue our undergraduate programs following establishment of the Department of Plant Sciences during 2017.

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 proposed Crop Management major is not likely to require additional equipment, space, laboratory instruments, computer(s), or other physical equipment. The program is currently supported by existing teaching facilities in the Iddings Agricultural Science Building.

- 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?

At this point, no new courses are being added for the new major. This will not change the need for space and other resources.

- 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.

No additional resources are required to support this new major since no new courses are being added.

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.
- 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.

We do not foresee that the proposed Crop Management major will require new or different physical, library, personnel, and revenue resources beyond those already allocated to the three current plant Emphasis Areas in Plant Sciences (Crop Science, Horticulture and Biotechnology).

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?

Initially no additional personnel will be required for the proposed new major. However, in the short term the major would be significantly improved if classes were offered in the following: Forage Production and Management; Cropping Systems; Small and Organic Farming Systems; and Biofuel feed stock crops. Addition of these new classes would require appointing new faculty.

Additional Sections of existing courses will likely be needed for all Course Lab Sections, including: PLSC 102, PLSC 338, and SOIL 206, and will increase course enrollment for the following: PLSC 102, PLSC 338, PLSC 407, PLSC 408, PLSC 438, ASM 315, ASM 305 and ASM 412 and SOIL 206, which may require larger classrooms. Web-based course (i.e., PLSC 490) will not be affected.

- 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.

Existing instructional, support, and administrative resources to support the successful implementation of the Crop Management major already exist within PSES and should be allocated to this proposed new major as needed by the proposed Department of Plant Sciences.

- 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?

The greatest impact to other CALS programs will be a general increase in all the classes that are required for all Plant Sciences and Crop Management students. Increased student numbers will obviously require greater effort and time commitment from instructors. Greatest impact will be in the Lab Sections. To maintain high quality labs, the number of Teaching Assistantships will need to increase, which would always be needed with significantly larger student enrollment.

- 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.

No new personnel (faculty) would be required to support the Crop Management major initially. If the new classes were added (see 19a), then one additional teaching faculty would need to be appointed. Two to three additional Teaching Assistantships would also be required.

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?

Funding that currently supports the courses included in this proposal is already in existence and currently allocated to the existing unit (Division of Plant Science).

- 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.

Not applicable.

- 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.

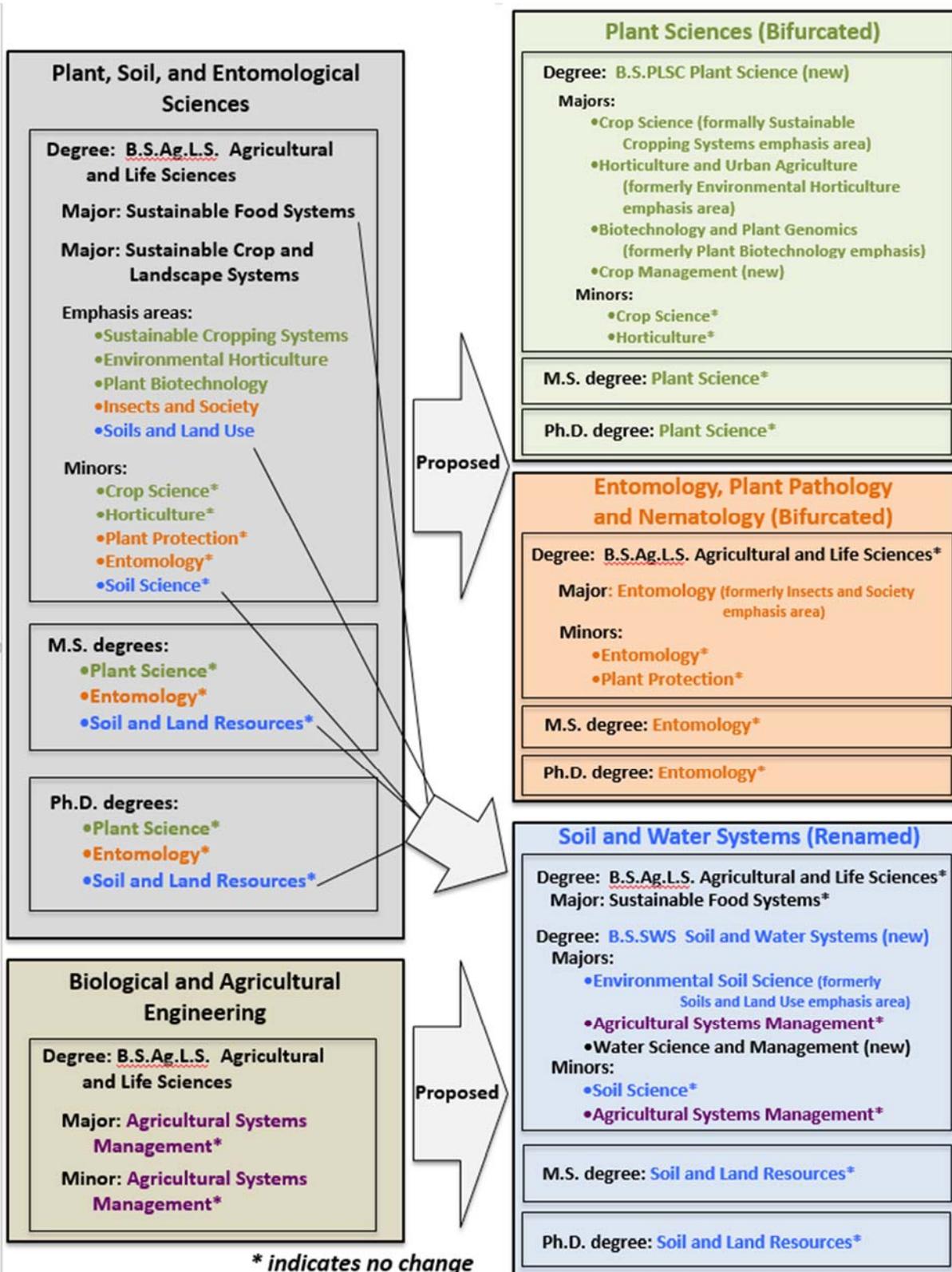
21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- 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).

ITEM #21. Budget template

Program Resource Requirements.									
<ul style="list-style-type: none"> 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). 									
I. PLANNED STUDENT ENROLLMENT									
	FY 17		FY 18		FY 19		FY 20		
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	
A. New enrollments				69		73			76
B. Shifting enrollments		66							
Total Enrollment	0	66	0	69	0	73	0	76	
II. REVENUE									
	FY 17		FY 18		FY 19		FY 20		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
1. New Appropriated Funding Request									
2. Institution Funds	\$3,478,459.00		\$3,478,459.00		\$3,478,459.00		\$3,478,459.00		
3. Federal	\$3,117,041.73		\$3,117,041.73		\$3,117,041.73		\$3,117,041.73		
4. New Tuition Revenues from Increased Enrollments									
5. Student Fees	\$3,500.00		\$3,500.00		\$3,500.00		\$3,500.00		
6. Other (i.e., Gifts)	\$1,035,421.00		\$1,035,421.00		\$1,035,421.00		\$1,035,421.00		
Total Revenue	\$7,634,422	\$0	\$7,634,422	\$0	\$7,634,422	\$0	\$7,634,422	\$0	
<i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i>									
<i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i>									
III. EXPENDITURES									
	FY 17		FY 18		FY 19		FY 20		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
A. Personnel Costs									
1. FTE	35		35		35		35		
2. Faculty	\$1,834,634		\$1,889,673.0		\$1,889,673.0		\$1,946,363.21		
3. Adjunct Faculty									
4. Graduate/Undergrad Assistants	\$ 759,486		\$ 759,486		\$ 759,486		\$ 759,486		
5. Research Personnel	\$ 2,440,700		\$ 2,440,700		\$ 2,440,700		\$ 2,440,700		
6. Directors/Administrators	\$ 150,000		\$ 154,500.0		\$ 159,135.0		\$ 163,909.05		
7. Administrative Support Personnel	\$ 40,000		\$ 41,200.0		\$ 42,436.0		\$ 43,709.08		
8. Fringe Benefits	\$ 883,304		\$ 909,803.0		\$ 937,097.1		\$ 965,210.04		
9. Other:									
Total Personnel and Costs	\$6,108,124	\$0	\$6,195,362	\$0	\$6,228,528	\$0	\$6,319,378	\$0	

APPENDIX #1. Current PSES Undergraduate and Graduate Curricula (grey box, left) and their proposed placement in PSES-derivative departments Plant Sciences (green box, right), Entomology, Plant Pathology and Nematology (orange box, right) and Soil and Water Systems (blue box, right).



APPENDIX #2. Course requirements for the proposed majors.**Courses required in all majors in the Department of Plant Sciences**

BIOL 115 Cells and Evolution of Life	3
BIOL 115L Cells and Evolution of Life Lab	1
PLSC 102 The Science of Plants in Agriculture	3
PLSC 400 Seminar	1
SOIL 205 The Soil Ecosystem	3

One of the following (3 cr):

AGED 406 Exploring International Agriculture	3
POLS 441 Genes and Justice: Comparative Biotechnology Policy Formation	3

One of the following (4-5 cr):

BIOL 154 Introductory Microbiology	3
And	
BIOL 155 Introductory Microbiology Laboratory	1
OR	
BIOL 250 General Microbiology	3
And	
BIOL 255 General Microbiology Lab	2

One of the following (4 cr):

CHEM 101 Introductory Chemistry I	4
CHEM 111 Principles of Chemistry I	4

One of the following (3 cr):

ENGL 207 Persuasive Writing	3
ENGL 313 Business Writing	3
ENGL 316 Environmental Writing	3
ENGL 317 Technical Writing	3

One of the following (3-4 cr):

MATH 143 Pre-Calculus Algebra and Analytic Geometry	3
MATH 160 Survey of Calculus	4
MATH 170 Analytic Geometry and Calculus I	4

One of the following (3 cr):

PLSC 398 Internship	1-6
PLSC 402 Undergraduate Research in Plant Science	1-6
PLSC 499 Directed Study	1-16

Biotechnology and Plant Genomics (B.S.Pl.Sc.)

Required course work includes the university requirements (see regulation J-3), the Department of Plant Sciences core and the following:

BIOL 380 Biochemistry I	4
BIOL 444 Genomics	3
CHEM 112 Principles of Chemistry II	5
CHEM 277 Organic Chemistry I	3
CHEM 278 Organic Chemistry I: Lab	1
GENE 314 General Genetics	3
PLSC 207 Introduction to Biotechnology	3
PLSC 401 Plant Physiology	3
PLSC 415 Plant Pathology	3
PLSC 433 Plant Tissue Culture Techniques	3

PLSC 440 Advanced Laboratory Techniques	4
PLSC 446 Plant Breeding	3
PLSC 486 Plant Biochemistry	3
PLSC 488 Genetic Engineering	3
STAT 251 Statistical Methods	3

Biotechnology and Genomics of Plants electives (12 cr):

BIOL 213 Principles Biological Structure and Function	4
BIOL 482 Protein Structure and Function	3
BIOL 485 Prokaryotic Molecular Biology	3
BIOL 487 Eukaryotic Molecular Genetics	3
ENT 322 General and Applied Entomology	4
PLSC 201 Principles of Horticulture	3
PLSC 205 General Botany	4
PLSC 338 Weed Control or any Senior experience course	4
PLSC 407 Field Crop Production	3
PLSC 410 Invasive Plant Biology	3
PLSC 438 Pesticides in the Environment	3
PLSC 451 Vegetable Crops	3
PLSC 490 Potato Science	3
SOIL 206 The Soil Ecosystem Lab	1
SOIL 446 Soil Fertility	3

Courses to total 120 credits for this degree**Crop Science (B.S.Pl.Sc.)**

Required course work includes the university requirements (see regulation J-3), the Department of Plant Sciences core and the following:

CHEM 275 Carbon Compounds	3
CHEM 276 Carbon Compounds Lab	1
ENT 322 General and Applied Entomology	4
GENE 314 General Genetics	3
PLSC 207 Introduction to Biotechnology	3
PLSC 338 Weed Control	4
PLSC 401 Plant Physiology	3
PLSC 407 Field Crop Production	3
PLSC 415 Plant Pathology	3
PLSC 438 Pesticides in the Environment	3
PLSC 446 Plant Breeding	3
PLSC 480 Field Trip (up to 3 credits)	1
SOIL 206 The Soil Ecosystem Lab	1
SOIL 446 Soil Fertility	3
STAT 251 Statistical Methods	3

Crop Science electives (12 cr):

PLSC 201 Principles of Horticulture	3
PLSC 205 General Botany	4
PLSC 300 Plant Propagation	3
PLSC 398 Internship (up to 3 credits)	1-6
PLSC 408 Cereal Science	3
PLSC 410 Invasive Plant Biology	3
PLSC 433 Plant Tissue Culture Techniques	3
PLSC 440 Advanced Laboratory Techniques	4
PLSC 451 Vegetable Crops	3
PLSC 488 Genetic Engineering	3
PLSC 490 Potato Science	3

Professional Support Electives (6 cr):

ASM 107 Beginning Welding	2
ASM 305 GPS and Precision Agriculture	3
ASM 315 Irrigation Systems and Water Management	3
ASM 412 Agricultural Safety and Health	2
AGEC 278 Farm and Agribusiness Management	4
AGEC 289 Agricultural Markets and Prices	3
AGEC 302 Managerial Economics: Consumption & Markets	3
AGEC 356 Agricultural and Rural Policy	3
AGEC 447 International Development Economics	3
STAT 431 Statistical Analysis	3

Courses to total 120 credits for this degree**Horticulture and Urban Agriculture (B.S.Pl.Sc.)**

Required course work includes the university requirements (see regulation J-3), the Department of Plant Sciences core and the following:

CHEM 275 Carbon Compounds	3
CHEM 276 Carbon Compounds Lab	1
ENT 322 General and Applied Entomology	4
PLSC 201 Principles of Horticulture	3
PLSC 300 Plant Propagation	3
PLSC 401 Plant Physiology	3
PLSC 415 Plant Pathology	3
PLSC 438 Pesticides in the Environment	3
SOIL 206 The Soil Ecosystem Lab	1

Horticulture electives (12 cr):

LARC 288 Plant Materials and Design 1	3
PLSC 340 Nursery Management	3
PLSC 341 Nursery Management Laboratory	1
PLSC 433 Plant Tissue Culture Techniques	3
PLSC 451 Vegetable Crops	3
PLSC 464 Landscape Maintenance	3
PLSC 480 Field Trip (up to 3 credits)	1
PLSC 490 Potato Science	3
SOIL 417 Market Garden Practicum	3

Professional Support Electives (15 cr):

GENE 314 General Genetics	3
PLSC 205 General Botany	4
PLSC 207 Introduction to Biotechnology	3
PLSC 338 Weed Control	4
PLSC 407 Field Crop Production	3
PLSC 410 Invasive Plant Biology	3
PLSC 446 Plant Breeding	3
PLSC 488 Genetic Engineering	3
SOIL 446 Soil Fertility	3
STAT 251 Statistical Methods	3

Courses to total 120 credits for this degree

Crop Management (B.S.Pl.Sc.)

Required course work includes the university requirements (see regulation J-3), the Department of Plant Sciences core and the following:

AGEC 278 Farm and Agribusiness Management	4
AGEC 289 Agricultural Markets and Prices	3
ASM 305 GPS and Precision Agriculture	3
ASM 315 Irrigation Systems and Water Management	3
ASM 412 Agricultural Safety and Health	2
PLSC 338 Weed Control	4
PLSC 407 Field Crop Production	3
PLSC 408 Cereal Science	3
PLSC 438 Pesticides in the Environment	3
PLSC 451 Vegetable Crops	3
PLSC 480 Field Trip (up to 3 credits)	1
PLSC 490 Potato Science	3
SOIL 206 The Soil Ecosystem Lab	1

Crop Management electives (15 cr):

AGEC 302 Managerial Economics: Consumption & Markets	3
AGEC 356 Agricultural and Rural Policy	3
AGEC 447 International Development Economics	3
ASM 107 Beginning Welding	2
ASM 112 Introduction to Agricultural Systems Management	3
ASM 409 Agricultural Tractors, Power Units and Machinery Management	3
ECON 202 Principles of Microeconomics	3
ENT 322 General and Applied Entomology	4
GENE 314 General Genetics	3
PLSC 401 Plant Physiology	3
PLSC 415 Plant Pathology	3
PLSC 446 Plant Breeding	3
SOIL 446 Soil Fertility	3
SOIL 425 Microbial Ecology	3
STAT 251 Statistical Methods	3

Professional Support Electives (6 cr):

AGEC 411 The World of International Agribusiness	1
AGEC 419 Development and Analysis of Enterprise Budgets	1
AVS 109 The Science of Animals that Service Humanity	3
CHEM 275 Carbon Compounds	3
CHEM 276 Carbon Compounds Lab	1
PLSC 201 Principles of Horticulture	3
PLSC 205 General Botany	4
PLSC 207 Introduction to Biotechnology	3
PLSC 300 Plant Propagation	3
PLSC 398 Internship (up to 3 credits)	1-6
PLSC 410 Invasive Plant Biology	3
PLSC 433 Plant Tissue Culture Techniques	3
PLSC 440 Advanced Laboratory Techniques	4
PLSC 488 Genetic Engineering	3
STAT 431 Statistical Analysis	3

Courses to total 120 credits for this degree

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 1540 – Standing Rules of the University Faculty

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)

Kenton Bird, 2016

Name _____ Date _____

Telephone & Email:

kbird@uidaho.edu

Policy Sponsor: (If different than originator.)

Senate Leadership

Name _____ Date _____

Telephone & Email:

facsec@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.

1. The fall UFM is a long-standing tradition, in line with the opening convocation and the winter and spring commencements. The meeting is both symbolic and substantive.
2. The UFM provides an important opportunity for the president, in his role of president of the faculty, to address his peers about the accomplishments of the previous year and the challenges of the new one, if he so chooses.
3. The UFM allows the faculty as a whole to meet in person new vice presidents, deans and other administrative officers, as well as their new colleagues. This, in turn, promotes better communication across the university and enhances faculty morale.

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

III. Related Policies/Procedures: None

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. _____
FS _____
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]

TO: Faculty Senate Leadership
FROM: Kenton Bird, faculty, School of Journalism and Mass Media
RE: Proposed amendment to FSH 1540
DATE: November 28, 2016

Rather than deleting all of Section E, please consider amending FSH 1540 as follows:

FSH 1540: Standing Rules of the University Faculty

E. PROCEDURES FOR FIRST FALL MEETING.

E-1. Within the first six weeks of the fall semester, the president shall convene a meeting of the University Faculty for the purpose of introducing new academic and administrative officers, as well as new faculty. The president may also present brief remarks and respond to questions from faculty.

~~E-21.~~ Substantive policy matters are not included in the agenda for the first fall meeting of the university faculty unless emergency action is needed on particular items.

~~E-32.~~ To expedite the proceedings, each new member of the ~~resident~~ faculty attending the meeting is introduced by name and department only. Faculty members outside of Moscow are similarly introduced by video conferencing.

~~The person's name, degrees, past experience, new assignment, campus telephone number, and the location of his or her office are supplied by each dean or division head to the president's office well ahead of the meeting by the 10th day of the fall semester.~~

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~~The president's office compiles the information provided by colleges or similar units and distributes it at the meeting, and posts it on the University's website no later than October 1 of each year. A copy will also be sent to the Department of Special Collections and Archives in the University Library.~~{7-02

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: 6880 CAMPUS RECREATION

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): ROBERT ANDERSON 11/26/2016
 (Please see FSH 1460 C) Name Date
Telephone & Email: 5-7353 andersonr@uidaho.edu

Policy Sponsor: (If different than originator.) GREG TATHUM 11/26/2016
 Name Date
Telephone & Email: gtathum@uidaho.edu

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.

Change is to reflect changes implemented back in 2012, see Faculty Senate Minutes of meeting #8, October 16, 2012.

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. *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. **1/1/2017**

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 SIX:

OTHER GENERAL INSTITUTIONAL POLICIES

2007 (editorial)

6880

CAMPUS RECREATION

PREAMBLE: This section outlines recreational opportunities for students, faculty, staff, and the general public offered by Campus Recreation. Unless otherwise noted, the text is as of July 1996. For further information, call 208-885-6381. [ed. 7-00]

A. Campus Recreation provides students faculty, staff, and to a limited extent the general public with recreation opportunities. Activities provide opportunities for:

A-1. Spending leisure time in structured or unstructured sport and recreational activities.

A-2. Meeting and participating with others who have similar recreational interests.

A-3. Increasing interest in sport and recreational activities that can continue throughout the participant's lifetime.

A-4. Developing group spirit and identity by participating together in play situations.

A-5. Improving fitness and, consequently, enjoying a healthier body and a more alert mind.

B. Campus Recreation administers the following functional areas:

B-1. Intramural Sports. The intramural sports program consists of structured activities that involve organized competition (men's, women's, and co-rec) in individual, dual, and team sports among residence halls, fraternities, sororities, off-campus student groups, and faculty-staff. Program direction, selection of activities, and development of operational policies are provided by the student managers of groups participating in intramural sports.

B-2. Informal Recreation. The informal recreation program consists of unstructured activities in which facilities, supervision, and equipment are provided but for which there are few organized events.

B-3. Fitness. Campus Recreation provides opportunities for individuals to acquire new activity skills, improve skills, gain knowledge and insight, and improve fitness through self-directed activities and non-credit classes for university students, faculty, and staff.

B-4. Special Events. Special event programs provide opportunities to participate in organized recreation and sport events. The program meets needs and interests that are not met through competitive intramural sports programs or other recreation programs. [ed. 7-00]

~~**B-5. Swim Center.** The Swim Center program provides:~~

~~**a.** Opportunities to improve fitness through self directed and staff directed activities.~~

~~**b.** Recreational swimming and aquatic play opportunities during leisure time.~~

~~**c.** Structured fun and competitive special events.~~

~~**d.** Noncredit instructional classes to improve swimming, safety, and rescue skills.~~

B-6. Locker Room Services. Locker room services provide locker and shower room facilities and attendants, towel and locker service, and equipment checkout for physical education classes and general recreational use.

B-7. Summer Session Recreation. The summer session recreation program provides special leisure-time opportunities for students and employees.

B-8. Sport Clubs. In cooperation with the ASUI Recreation Advisory Board and the Director of the Student Union/Student Activities the Campus Recreation unit manages the university of Idaho Sports Club Program.

C. USE OF RECREATIONAL FACILITIES. Access to the Memorial Gymnasium and the Physical Education Building for recreational use is as follows [*ed. 7-00*]:

C-1. UI Students. Full or part-time undergraduate and graduate students may use recreational facilities free of charge (valid UI identification card required).

C-2. Faculty and Staff. Faculty and staff members on regular appointment, as well as retired personnel, may use recreational facilities free of charge (valid UI identification card required).

C-3. Irregular Help. UI employees not on regular appointment may use recreational facilities through the fee-based facility pass program.

C-4. Special Programs. Persons attending UI-sponsored programs such as workshops, seminars, and short courses, may use recreational facilities with a special-programs activity pass available from the specific program director or coordinator.

C-5. University Guests. UI departments may purchase passes that can be used by their guests for access to recreational facilities.

C-6. Personal Guests. Friends and relatives may use recreational facilities as guests of students or employees. Guests must be accompanied by their UI host while using facilities. One-day guest passes may be purchased at the Campus Recreation Office during regular office hours. Guest passes are not transferable and are good only on the dates specified.

C-7. General Public. Persons not connected with UI may use recreational facilities on a regular basis through the fee-based facility pass program. Some restrictions apply to children.

C-8. Spouses. The spouse of a UI student or faculty or staff member may use recreational facilities on a regular basis through the fee-based facility pass program.

C-9. Children and Youth. Children and youth, whether of a UI-related family or not, may use recreational facilities under the following conditions:

- a. All children must have a facility pass or guest pass.
- b. Children under the age of 18 must be accompanied and supervised by their parents or guardians who are participating in the same activity.
- c. Use of the weight room is limited to individuals who are 18 years old or older.

~~**D. USE OF THE SWIM CENTER.** Access to the Swim Center for recreational use is as follows:~~

~~**D-1.** Full or part-time undergraduate and graduate students may use the center free of charge (valid UI identification card required).~~

~~**D-2.** Faculty and staff members on regular appointment, as well as retired personnel, may use the center free of charge (valid UI identification card required).~~

~~**D-3.** All other individuals are charged a daily fee to use the Swim Center. Four month and yearly Swim Center passes are also available.~~

University of Idaho
Faculty Senate Meeting Minutes
2012-2013 Meeting #8, Tuesday, October 16, 2012

Present: Baker (w/o vote), Bathurst, Bird (Chair), Budwig (Boise), Cobb, Eckwright (w/o vote), Flores, Frey, Goddard, Hartzell, Hasko, Hopper, Karsky, Kennelly, Kitchel, Manic (Idaho Falls), Miller, Morra, Pendegraft, Qualls, Safaii, Strawn, Stuntzner (Coeur d'Alene), Teal, Ytreberg **Absent:** Aiken, Baillargeon, Ostrom, Smith **Guests:** 11

A quorum being present, Senate Chair Bird called the meeting to order at 3:30PM.

Minutes: Secretary Eckwright offered a correction to the last bulleted item on p.5 of the minutes which reads "financial incentives for playing at that level will increase as the BCS goes to a 14 game playoff after 2014" but should read "4-team playoff." It was moved and seconded (Goddard, Kitchel) to approve the corrected minutes of meeting #7. Motion carried.

Chair's Report. The Chair reported on the following items:

- Selena Grace, chief academic officer for the Idaho State Board of Education (SBOE), was originally scheduled for today's meeting but we have rescheduled her visit for Tuesday, February 12, 2013. Today's agenda is very full and the amount of material she will be presenting requires more time than we could provide today.
- The new Brink Hall lounge configuration will be tested at next week's senate meeting. We plan to align tables and chairs on the east side of the room to match as closely as possible the design submitted by the advisory committee. We welcome anyone who could come at 3:15PM to please help set-up the room.
- Guest speakers at next week's senate meeting include:
 - Miranda Anderson, chair, teaching & advising committee;
 - Ron Smith, vice president, finance and administration;
 - Matt Dorschel, director, public safety and security, a new unit created this fall;
 - Ellen Schreiber, ombuds, will present the ombud's office annual report.

Provost's Report. Provost Baker reported on the following items:

- Campus safety committee recently sent out a request for annual safety reports from units, but there has been a low response rate from units. In the past these reports were requested in the spring, but the committee made the decision to request the reports in fall beginning with this year, so that safety issues could then be worked on throughout the year. This shift has resulted in a low response rate. Reminders to provide safety reports will be sent to the units – please be sure to respond.
- Selena Grace had planned to talk about the Complete College Idaho (CCI) conference, October 30-31 in Boise. There is limited travel funding available for faculty to attend this conference. SBOE adopted CCI to encourage K-12 students to succeed in a higher education environment. For more information: <http://www.regonline.com/builder/site/Default.aspx?EventID=1126535>

Chair Bird then introduced Professor Larry Forney, professor of biological sciences and director of the initiative for bioinformatics and evolutionary studies (IBEST). Forney briefly described IBEST:

- one of 3 level-three institutes created last year, the others are the aquaculture research institute (ARI) and Idaho water resources research institute (IWRRI);
- has an interdisciplinary focus on real-time evolution, which is a strategic theme area identified by President Nellis early in his tenure;

- faculty participating in IBEST are from the following colleges: science, engineering, agricultural and life sciences, natural resources, and letters, arts, and social sciences;
- IBEST is involved in a number of strategic collaborations across the country, including an alliance with the National Science Foundation's (NSF) BEACON center for the study of evolution in action, headquartered at Michigan State University, with partners at North Carolina A&T State University, University of Idaho, University of Texas at Austin, and University of Washington;
- maintains 4 core facilities available to researchers institution-wide in genomics, computation, optical imaging, and mass spectrometry, each with about \$2 million in infrastructure and state-of-the-art facilities.
- oversees the bioinformatics and computational biology (BCB) graduate program and the undergraduate biology and math program sponsored by NSF.
- IBEST was built on the foundation of a national institutes of health (NIH) center of biomedical research excellence grant that has been in existence at U-Idaho for about 10 years and has brought in over \$21 million in the past 10 years;
- IBEST has just been notified that the third phase has been renewed for another \$5 million;
- individual investigators have received an additional \$6 million in awards and \$3 million in expenditures this past FY, with most grants receiving full overhead;
- IBEST is in the midst of an annual review from an external review committee comprised of 4 distinguished scientists from across the country who will be in Moscow this week;
- other IBEST events scheduled for Thursday, October 18, include an overview presentation, science presentations and a poster session.

Chair Bird noted that there are no committee reports on the agenda but that senators or members of other university-level committees are invited to work with senate leadership to schedule committee reports for future senate meetings.

Chair Bird next introduced Rob Anderson, director of university support services (USS), and Dan Lawson, aquatics director, to speak about USS and to provide an explanation for the proposed fees at the swim center.

- USS is a unit within the division of finance and administration (DFA) and is responsible for operations ranging from stewardship to active management of events at the ASUI Kibbie Dome, Memorial Gym, PEB, swim center.
- The swim center was built in 1970 and is open to community, students, faculty and staff for competing, educating and recreating.
- Upkeep and maintenance for the swim center has cost more than \$2 million in renovations since 2003.
- The swim center is open for swimming 96 hours per week.
- Spring 2012 attendance figures show U-Idaho students comprising 38% of swim center use, faculty/staff 11% and community users totaling 50% of overall use.
- Funding currently comes from student fees, \$5 per semester for full-time students, community members who purchase recreational swim passes and community group use fees. The athletic department pays a facility charge when they host swim meets, but U-Idaho students who compete do not pay an additional charge since they pay for use through their fees.
- The swim center experienced a \$19,000 budget shortfall last year and additional fees are needed in order to close the funding gap.
- Faculty and staff have not paid for swim center use in the past but now are being asked to "pay their fair share."
- Proposed fees for faculty and staff to go into effect in January 2013: \$150 for an annual pass; \$85 for a semester pass; \$45 for a 10-visit pass.

Mr. Anderson and Mr. Lawson responded to senators' questions and comments as follows:

How did you arrive at the figure of approximately 140 faculty and staff swim center users? We asked people who use the pool to sign-in when they arrive and indicate whether they are faculty or staff, community pass holder or student.

Is it your intention to charge a fee only to those faculty and staff who use the pool and not charge all faculty and staff? Correct, the fee would be assessed to only those who use the pool.

The university has been promoting the idea of faculty and staff being healthy and using the gym and other facilities. Could this be detrimental to those who are using the facilities now? Perhaps this is why there is no fee at this time? We hope the proposed fees do not send that message, as we are trying to keep the fees very reasonable. The fairest way to pay for the swim center is to have those who use it, pay for it. Also, some believe that WSU provides facility use for free to faculty and staff, but that is not the case. Those using the core facilities at WSU pay \$200/year.

Some institutions, such as the University of Oregon, charge for use of the gym and include the swim center as part of that fee. When we impose swim center fees in addition to gym use fees, U-Idaho faculty and staff may have a sense of being double-charged. The student recreation center (SRC) is student-funded and other users pay to use the facility. The students at one time talked about building a "water-feature" but it was not intended to replace the swim center.

Have you given this presentation to the staff affairs committee? No, but we would be happy to do so. (Senator Miller will relay this offer to the chair of the staff affairs committee.)

Current fee structure requires 10,000 (students) to pay for it, whether they use the swim center or not. It makes sense that faculty and staff who use it should pay for it, too.

Your information shows that \$11,000 is the amount lost from the "wellness dollars" program. Do you anticipate that 74 faculty and staff (just over half of the current 140 using the swim center) will purchase the annual pass at \$150 each for a total of approximately \$11,000? Our deficit in this one area was \$19,000 so this is a good "start" and we also are looking to cut back on expenses in order to break even. We would love to sell 200 or more passes. We inherited a very different pool, it was not in good shape regarding safety and other concerns, and we have put a lot of money into it. One of the first things we did was go to the students who doubled the fees to help us stem the "hemorrhaging." Faculty and staff were not asked to pay fees for using the pool for a number of reasons: the building is not set up for card readers, there are multiple points of egress, and there may have been a political element, as well. We did receive \$11,000 to help us balance our budget and then it went away. We feel that in fairness we now need to seek individual payment for the use of the pool.

Maybe we need to charge \$100 rather than \$150 for annual passes? We did a market study and found what a fair market price would be for the community. The \$150 price is viewed as a benefit by the IRS and represents about a 20% reduction from the community price. IRS rules require that the fees we charge faculty and staff may not exceed a 20% reduction of the price charged to the community. Running swim centers costs exponentially more than what could be charged for pool use.

Have we considered adding pool use to our wellness benefits? (Guest Nikki Jones, benefits administration manager, responded to this question.) We have not talked about it and none of the benefits people were aware that this was not included. We will need to research it, which will take some time, and it will not be part of this year's benefits changes.

Mr. Anderson concluded his remarks by highlighting USS campus and athletic events management services. This group has the talent and skills to successfully bring conferences and other events to U-Idaho. For example, we worked with faculty to bring 1200 attendees to the Evolution Conference in Moscow in 2009. If you want to make a bid to bring a conference to campus, give us a call and we can help you put together a bid and the event. Please send comments and questions relating to USS to Rob Anderson andersonr@uidaho.edu

Chair Bird reminded senators that the implementation of the swim center fees do not require a vote by senators as this is not a policy that is within senate's purview. A senator suggested that senate should have a voice in decisions made regarding the implementation of fees since swim center fees are addressed in the Administrative Procedures Manual (APM). He noted that the fees first were implemented some months ago but the administration rescinded the fees for this semester after receiving some complaints. The senator asked if this ought to come to senate for a vote since information about swim center fees resides in the APM and changes to the APM properly come to senate. Eckwright explained that all *Faculty-Staff Handbook* changes require a vote at senate but that APM changes come to senate as informational items only. The senator also alluded to an email which could shed more light on the matter; Chair Bird asked the senator to forward the message to the Chair.

Chair Bird next introduced Greg Walters, executive director of human resources. Chair Bird reminded senators that senate passed a resolution regarding a benefits survey in 2009 and resolutions remain "on the books" until there is a response from the agency. The survey was requested because of a perceived need for broader input into the structure of the benefits plan. Chair Bird directed senators' attention to correspondence from Mr. Walters in which he indicates that his office does not plan to conduct a benefits' survey at this time.

Mr. Walters introduced the members of the Benefits Advisory Group (BAG): Mark McGuire, Karrie May, Sue Clark and Niki Jones. Mr. Walters noted that he has been working with benefits advisory groups for 16 years and this particular group is the most knowledgeable and invested group that he has worked with, and that they represent U-Idaho very well. BAG offered the following information about the group:

- BAG has 16-18 members representing various demographics including: staff representatives, faculty representatives at assistant, associate and full professor ranks, married and unmarried representatives with and without families, the ombuds and so on.
- Faculty senate and the staff affairs committee nominate individuals to serve on BAG with final selections made by Ron Smith, vice president for finance and administration.
- A BAG member filling a faculty "slot" is retiring after this year and interested faculty are invited to request to serve on this committee.
- Members are non-partisan, with no term limits as there is a steep learning curve.
- BAG meetings are not open to the public.

BAG members provided the following information regarding benefits and benefits services:

- Benefits services receives between 5-40 emails per day from employees with questions about benefits.
- Benefit services now have a call center handling from 2-600 calls per month.
- A few years ago the new cafeteria-style benefits plan resulted in maximum confusion and many people let them know about the problems with the plan.
- In fall 2011 benefits services brought in U-Idaho employees selected at random to form a focus group in order to provide feedback.
- Benefits plan changes for 2013 include the addition of allergy injections, treatment for morbid obesity and expanded coverage for women's health.

- Retiree plan covers about 900 retirees; changes to the retiree plan include rate increases of 5% and a group Medicare part D plan.
- New pharmacy benefit provider, CVS Caremart; after January 1, 2013, Walgreen's will be included again.
- Dental and vision plans have no changes.
- There will be some rate changes for medical benefits.
- New eligibility group "Other eligible adult."
- Benefits services staff review claims' reports to see if plans are being utilized by employees.

BAG members responded to the following questions and comments from senators:

It is respectfully suggested that benefits services reconsider the way BAG is currently constituted as some faculty view it as very insular. Thank you.

The Explanation of Benefits (EOB) from Blue Cross is a particular source of irritation. There's a lack of transparency in their explanations and it would save a great deal of time if Blue Cross would provide more information in their EOBs. I agree, Blue Cross needs to work on their EOBs, but there are a lot of rules and regulations regarding what must be included on EOBs. All health care providers and insurance companies currently are working on improving them.

Family coverage costs are increasing by about \$12.50 per pay period and depending upon the plan, costs increases range from 8% to 22.5%. Are these increases due to more coverage or is this just an increase in health care costs? Both. We have additional plan benefits, additional people coming into the plan and health care costs are rising. A significant portion of the increase is the addition of the "other eligible adult" and that cost was spread out across all plan participants.

Could you explain the difference in the increases between the retirees plan and the active employees plan? Retirees' plan costs are rising 5% and their rates tend to go up incrementally across the board. Retiree plans are somewhat different in what is covered and not covered; and there are not eligibility changes. For active employees the rates are determined by how the PPO plan performs versus the high deductible (HD) plan.

Are we fairly healthy as a community? Have you seen an increase or decrease in claims? Our per person claims are high but we have not seen a huge increase (because they were already high). We have seen some large claims this year, but the wellness benefit use is high, too, which is good.

Why is the increase in the HD plan greater than the increase in the standard PPO? Each year we work with an actuary. We look at the plans and estimate what the costs will be and then set rates accordingly. Last year we estimated the HD plan would cost less than it did and we estimated the standard PPO would cost more than it did, so this year we are realigning those costs.

If costs are overestimated do we take that into account next year? Absolutely, but we also need to consider other factors.

Bariatric surgery costs are projected to be \$30-40,000. What are the costs to the plan? In the long-term we believe bariatric surgery will be cost neutral because people who have the surgery are able to discontinue medications and eliminate other health problems. Anyone interested in the surgery must use a Blue Cross Center of Excellence for Bariatric Surgery in order to be covered by the plan.

Are you able to provide a dollar breakdown for plan increases by categories, e.g., other eligible adult, additional services, and general health care cost increases? No, it is not something we produce at that level of detail

Chair Bird thanked BAG members for their presentation and added that open enrollment is October 22-November 9, 2012. For more information: <http://www.uidaho.edu/benefits/annual-enrollment-2013>

FS-13-008: APM 50.16 – Background Checks. Chair Bird invited Mr. Walters to briefly discuss changes regarding mandatory background check procedures as amended in the APM. This item was discussed at senate on September 25 and at that time we were waiting for a few final changes from the General Counsel's office, which have now been incorporated into these procedures. Changes to the APM do not require a vote by senate and this is presented as an informational item only. A senator pointed out that the language in 50.16 states that "UI will conduct criminal background checks on current employees as required for reclassifications and promotions." The senator asked Mr. Walters if faculty promotions will require background checks, for example, when a faculty member is promoted in rank from assistant professor to associate professor or from associate professor to full professor? Mr. Walters replied "No" [i.e., background checks will not be required for faculty promotions]. Mr. Walters further explained that "reclassification" pertains to classified and non-faculty-exempt staff and that "promotion" is a term used for non-faculty-exempt staff because there is no "classification" system for this category of employee at this time. The senator then asked Mr. Walters for his assurance that this does not apply to faculty. Mr. Walters responded "Correct." Another senator asked whether this applied to in-house searches and Mr. Walters replied "Yes" if the university conducts only an internal search this would apply to that search. This change to the APM has gone into effect.

Adjournment: It was moved and seconded (Morra, Strawn) to adjourn at 4:54PM. Motion carried.

Respectfully submitted,

Gail Z. Eckwright
Faculty Secretary and Secretary to Faculty Senate

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #12

**3:30 p.m. - Tuesday, November 15, 2016
Brink Hall Faculty-Staff Lounge & Skype for Business**

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #11, November 8, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- University Promotions Committee
- Office of Public Safety & Security (Dorschel)

VI. Committee Reports.

- **Committee on Committees** (Hrdlicka)
 - **FS-17-022:** FSH 1620 – University Level Committees (vote)
 - **FS-17-023:** FSH 1640.83 Student Appeals Committee and 1640.93 Student Disciplinary Review Board (vote)
- **University Curriculum Committee** (vote)
 - **FS-17-019** (UCC-17-0018a,b,c) – CLASS: Journalism & Mass Media - Film Studies (Meeuf)
 - **FS-17-020** (UCC-17-019a,b,c) – Biological Sciences – Medical Science program (Nagler)
 - **FS-17-021** (UCC-17-001) – Graduate Admissions (McMurtry)

VII. Special Orders.

- December 2016 Graduate List (vote)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #11
FS-17-019 through 023

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #11, Tuesday, November 8, 2016

Present: Anderson (Mike), Anderson (Miranda), Barbour, Brandt, Brewick, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Donohoe, Fisher, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Markuson, Morrison, Nicotra, Sixtos, Stegner, Vella, Wiencek (w/o vote). **Absent:** Adekanmbi, Boschetti, Folwell, Panttaja, Payant, Pregitzer, Wolf. **Guests:** 7

The Chair called meeting #11 to order at 3:31. A motion (Mike Anderson/Vella) to approve the minutes for the October 25th meeting passed without objection.

Chair's Report: Chair Brandt began her remarks by alerting Senators to a forthcoming announcement regarding nominations to the University Promotions Committee. Senators are responsible for consulting with their colleagues and submitting nominations to this important committee. A memo will be coming discussing guidelines. In addition, Senators should consult the bylaws of their college to see if they provide any guidelines as to how to make these nominations. Chair Brandt noted that this committee usually meets in February. She added that she found this committee invigorating because it provided the opportunity to learn about the scholarly activities occurring on campus.

Referring to the Senate's resolution seeking to rename the faculty lounge the Paul J. Joyce Faculty and Staff Lounge, Chair Brandt suggested that she will ask a small group of Senators to reexamine the uses of the lounge. This group would report to the Senate on how we might make the best use of this space.

Chair Brandt hoped that Senators would look at the somewhat reorganized Register. The goal is to provide faculty news more prominently. The latest edition contains a number of events of interest to faculty. In particular, she called attention to the deadline for International Development Awards on November 14th. The nominations for university excellence awards are now open and the nominations for Honorary Degrees are due on November 15th. Vice Chair Hrdlicka noted that there is a Facebook group for employees and the Register can be accessed on Facebook under the title UI Faculty and Staff News and Events.

Provost's Report: Provost Wiencek announced that four candidates were considered for interim Dean of the College of Art and Architecture. After some open forums Provost Wiencek announced that Professor Shawna Corry has accepted the offer to serve as Interim Dean.

The Provost also noted the dedication of the Tribal Nations Lounge. This is on the first floor of the Pitman Center and now has Tribal Flags and beautiful artwork. He believes our relationship with the tribes is growing stronger.

The Institutional Planning and Effectiveness committee has been meeting. On November 17th and 18th two large workgroups comprised of twenty people will be looking at program prioritization criteria. The criteria that emerge from these working groups will probably be in somewhat general form, leaving a later sub group to work on creating the quantitative measures. The cascading plans are due in draft form by November 18th. At this point, there is little of substance to report. Updates on these developments will be provided in the Spring.

Announcements and Communications: The *Administrative Procedures Manual* (APM) on the agenda are primarily for informational purposes, although Senators should raise any concerns that they have. APMs that are not thought to be controversial are sometimes sent to Senators by email and aren't included on

an agenda. Those on today's agenda are ones that need to be further communicated and which we believe Senators and employees will have some interest and/or questions.

FS-17-016: APM 30.11. Data Classification. Chair Brandt invited Vice President for Infrastructure Dan Ewart to discuss this APM. Mr. Ewart stated that the purpose of this policy is to focus the University's efforts on data classification and technological security. While the University can't solve all data security issues, we can target our efforts on those issues that are most important. The policy seeks to classify between high risk, moderate risk and low risk types of data. It is important that we focus on high risk types of data.

It is the responsibility of every employee to report potential security problems. A Senator asked about how these standards related to intellectual property issues? Vice President Ewart answered that these issues would probably have to be resolved on a case-by-case basis. The Senate had no other questions about the policy.

FS- 17-017: APM 45.24. Prize Competitions. Chair Brandt introduced Casey Inge for the General Counsel's Office to discuss this APM. Trying to connect from Boise at first the connection was garbled, but eventually the connection was improved. Mr. Inge explained the obligations a person might have while competing in a prize competition. The policy is designed to ensure that participation in a prize competition doesn't obligate the University. The policy holds that employees must receive approval of the Vice President for Research in order to enter a prize competition on behalf of the University.

A Senator sought clarification as to whether a faculty member doing research and had their name entered into a drawing would be covered? Similarly another Senator asked whether competitions like a Pulitzer or McCarthur Fellow award would be covered? Mr. Inge stated that neither of these are covered by the policy. The policy excludes prizes that are given in recognition for past achievement. A Senator asked about student prizes such as a moot court competition. Mr. Inge stated that prizes of this nature are probably not covered by this policy although they may want to consider ways to make that clearer. Finally, a Senator wondered how F&A recovery would factor into receiving a prize.

Mr. Inge stated that if a research project received approval then a prize associated to the project might be subject to F&A recovery.

FS-17-018-APM 45.25 Human Trafficking. Mr. Inge explained that this policy was developed to ensure that the University follows federal laws related to human trafficking. This policy also obligates those sub-contracting with the University. A Senator asked about the relationship between this policy and the IRB (Institutional Review Board). Mr. Inge stated that there could be overlap, but this policy focused more on activities outside the research context or the activities of sub-contractors. This could be more of a concern with sub-contractors outside the United States.

University Budget & Finance Committee. Vice Chair Hrdlicka as a member of the UBFC made the report in the absence of the committee chair. Professor Hrdlicka outlined the process the UBFC will use for this year's budget requests. This is for permanent and one-time funding. The proposals should be for a minimum of \$100,000. The deadline for the proposals will be December 31. An online form has been established and an email was sent out providing the guidelines and appropriate links. Tying the proposals to the strategic plan will enhance the possibility of obtaining funding. A Senator asked whether it was appropriate to use this funding to address a critical staff salary problem. The Provost said that a general proposal from HR would be submitted to address salaries below market. The Senator should contact Wes Matthews to determine whether his specific concern would be included in the more general request. The UBFC is expecting over 200 proposals so being short and to the point is desirable.

University Curriculum Committee. Chair Brandt introduced Heather Chermak and Dwaine Hubbard from the Registrar's Office to discuss proposals coming from UCC.

- FS-17-012 (UCC-17-008) Fall 2017-Spring 2018 Final Exam Schedule. After a small but important edit, the exam schedule for the next academic year passed without objection.

Ms. Chermak explained that the three remaining UCC changes were attempts to bring these academic rules in line with State Board and accreditation agency policies. A Senator asked whether a department could grant less credit for experiential learning than requested by a student. Ms. Chermak stated that this was possible since experiential learning credit was usually made to correlate with an actual course.

- FS-17-013 (UCC-17-007a) I. Alternative Credits
- FS-17-014 (UCC-17-007b) J-2 Residency
- FS-17-015 (UCC-17-007c) J-5 Credit Limitations

These three policies were voted on together and passed unanimously.

Adjournment: With no further business to conduct, a motion (Chung/Nicotra) to adjourn passed unanimously at 4:20.

Respectfully submitted,

Don Crowley, Faculty Secretary &
Secretary to the Faculty Senate

Provost and Executive Vice President

Administration Building, Suite 105

PO Box 443152

Moscow ID 83844-3152

Phone: 208-885-6448

Fax: 208-885-6558

uidaho.edu

Date: November 9, 2016
To: Liz Brandt, Chair, Faculty Senate
From: John M. Wiencek, Provost and Executive Vice President
Subject: Selection of Members for University-Level Promotion Committee
CC: Ann Thompson, Assistant to Faculty Secretary

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:

<u>College/Unit</u>	<u>Number of Nominees</u>
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 Mary Stout (stoutm@uidaho.edu) in my office by Friday, November 18. 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 2016-17 University Level Promotions Committee

DUE: **November 18, 2016**

SUBMIT TO: Mary Stout, stoutm@uidaho.edu, or Admin Bldg, Room 104D, or campus zip 3152

College / Unit	Number of Nominees to Submit	College / Unit	Number of Nominees to Submit
College of Agricultural and Life Sciences (4) Faculty w/ >50% Teaching & Research Faculty w/>50% University Extension	2 2	College of Letters, Arts, and Social Sciences	4
College of Art and Architecture	2	College of Natural Resources	2
College of Business and Economics	2	College of Law	2
College of Education	2	College of Science	2
College of Engineering	2	Faculty at Large	2

Nominee 1:

College: _____
 Department: _____
 Nominee Full Name: _____
 Current Rank: _____
 Faculty Type: _____
 Work Email Address: _____
 Work Phone Number: _____
 Working Mailing Address/Campus Zip: _____

Nominee 2:

College: _____
 Department: _____
 Nominee Full Name: _____
 Current Rank: _____
 Faculty Type: _____
 Work Email Address: _____
 Work Phone Number: _____
 Working Mailing Address/Campus Zip: _____

Nominee 3 (CALC & CLASS):

College: _____
 Department: _____
 Nominee Full Name: _____
 Current Rank: _____
 Faculty Type: _____
 Work Email Address: _____
 Work Phone Number: _____
 Working Mailing Address/Campus Zip: _____

Nominee 4 (CALC & CLASS):

College: _____
 Department: _____
 Nominee Full Name: _____
 Current Rank: _____
 Faculty Type: _____
 Work Email Address: _____
 Work Phone Number: _____
 Working Mailing Address/Campus Zip: _____

University Promotions Committee FAQs 2016

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).

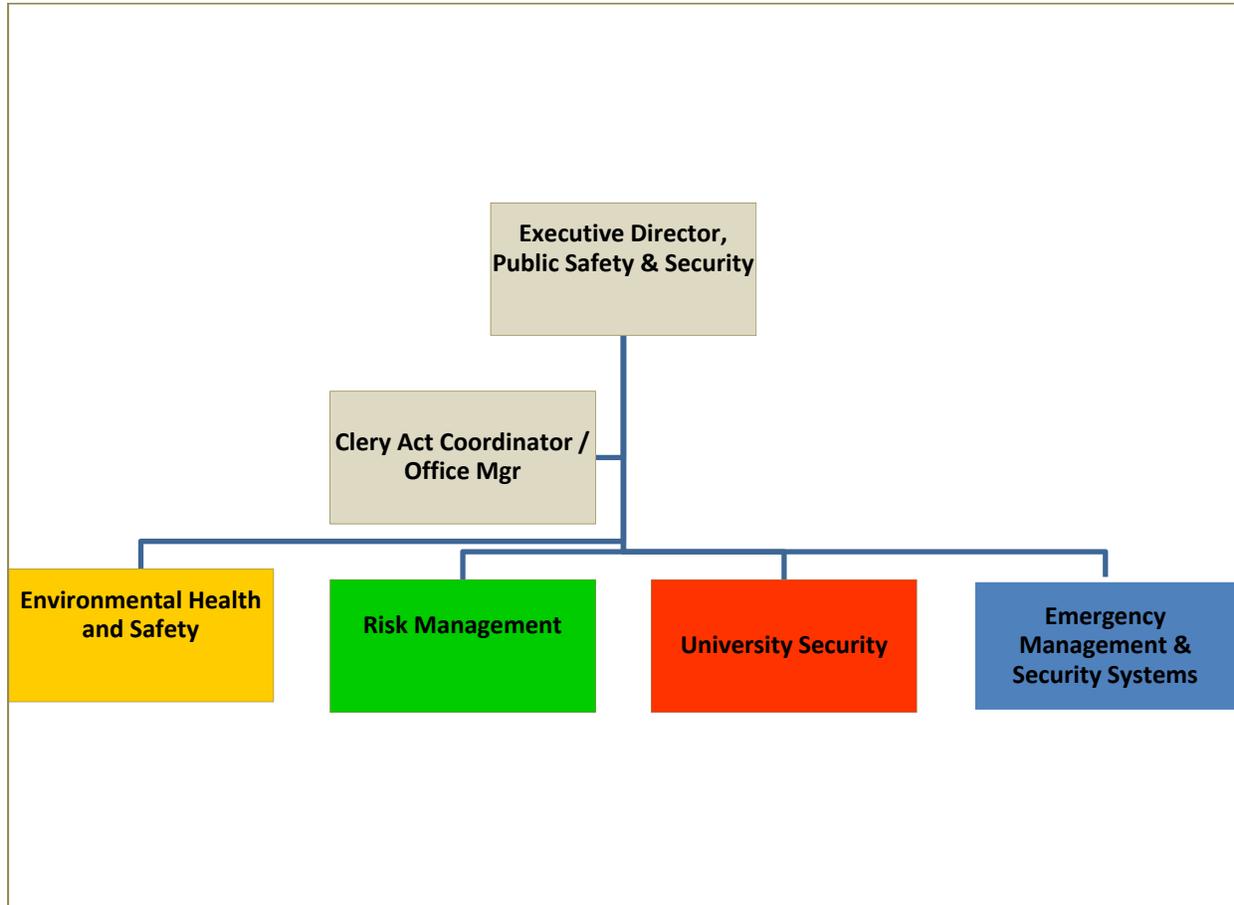
- 1. *If there are 2, 3, or 4 reps on senate, do all four seek nominees or is one designated to take charge?* Everyone should seek nominees. However, there may be requests for 0 to 2 nominees per college/unit so those with several FS reps should coordinate with each other who will take over the responsibility 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. *Can more names be nominated by a college?* Doing so isn't the best way to ensure the best candidates represent your college on this important committee.
- 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."

OFFICE OF PUBLIC SAFETY & SECURITY

Office: 208-885-2254 / www.uidaho.edu/public-safety-and-security



The Office of Public Safety & Security consists of Risk Management, Emergency Management & Security Systems, University Security, and Environmental Health & Safety. The Office of Public Safety is focused on creating and maintaining a safe environment for the UI Community and those who visit. We are engaged with internal and external stakeholders creating effective and efficient safety and security programs that enhance the living, learning and working experience at the University of Idaho.

University of Idaho – Threat Assessment & Management Team

Introduction: As part of a larger and institution-wide commitment to a safe campus and workplace environment, the University has a Threat Assessment and Management Team. The team includes representatives from the Moscow Police Department, Academic Affairs, Student Affairs, Media Relations, Human Resources and a licensed psychologist from the University's Counseling Center. UI General Counsel serves as an advisor. The team is chaired by the Executive Director of Public Safety & Security.

Charter of Threat Assessment & Management Team: The team is charged with developing fact-based assessments of students, employees, or other individuals whose conduct raises a concern about a potential threat to the UI community and is empowered to take timely and appropriate action, consistent with university policy and applicable law. The team collaborates with the campus community in the development of preventative measures, including implementing plans and protocols for responding to credible threats and acts of violence and reviewing, and developing threat assessment and response policies and procedures.

Reporting or Referring Behavior of Concern to the Threat Assessment & Management Team: Violent or threatening behavior is behavior that would cause a reasonable person to fear for his or her safety, or the safety of others. Examples include, but are not limited to, physical acts that intend to or cause harm to an individual; harassing or threatening oral or written statements, telephone calls, e-mail messages, or gestures; frequent or prolonged shouting; or behaviors such as stalking.

All members of the University community benefit by helping to maintain a safe working, living, and learning environment. Retaliation against individuals who report incidents of violent or threatening behavior is strictly prohibited. The following procedures are outlined in **APM 95.33, Reporting Incidents of Violent or Threatening Behavior** and should be followed when reporting incidents of violent or threatening behavior at the University of Idaho:

Emergency or Life-Threatening Incidents

All individuals at the Moscow or Coeur d'Alene campuses call 911 at any time during the day or night for immediate assistance. Individuals at the Boise campus should dial 9-911, while individuals at the Idaho Falls campus should dial 8-911 for immediate assistance.

After reporting the incident to the police, the incident should be reported to the appropriate university official as outlined below.

All Other Incidents

Employees should contact their immediate supervisor first; if supervisor is not available, contact the next level administrator; or contact the center dean or manager; or If none of the above are available, contact the Executive Director of Public Safety & Security, (208) 885-7209.

University Students should report the incident to the Dean of Students, (208) 885-6757.

All other individuals should contact the Executive Director of Public Safety & Security, (208) 885-2254.

Public Safety & Security - Functions & Roles

Threat Assessment and Management Team

The UI threat assessment and management team includes representatives from Academic Affairs, Student Affairs, the Moscow Police Department and Human Resources and a clinical psychologist from the University's Counseling Center. Legal counsel serves as an advisor to the team. The team is chaired by the Executive Director of Public Safety & Security. The team is charged with developing comprehensive fact-based assessments of students, employees, or other individuals who may present a threat to the university and is empowered to take timely and appropriate action, consistent with university policy and applicable law. The team collaborates with the campus community in the development of preventative measures, including implementing plans and protocols for responding to credible threats and acts of violence, and reviewing and developing threat assessment and response policies and procedures.

Clery Act Compliance

- Safety & Security Policies
- Annual Report (crime stats)
- Emergency Notification / Timely Warning
- Campus Security Authority Program

Liaison with MPD, MFD, Sheriff

RISK MANAGEMENT

Office: 208-885-7177

- Collaborate w/ UI community to assess risk exposure
- Agreements and contracts review
- Routine operations & special events
- Develop innovative approaches to mitigate risk exposure and meet changing needs
 - Risk Transfer programs
 - Certificates of Insurance
 - Waivers
- Liaison to State Risk Manager
- Claims Processing

EMERGENCY MANAGEMENT & SECURITY SYSTEMS

Office: 208-885-7179

- Vandal Alert – Mass Notification System
- Emergency Response Planning / Unit Plan assistance
- Response Exercises & Drills

- Enterprise Security System (cameras, alarms, access control) Implementation / Management

UI SECURITY

Office: 208-885-7054 (24HRS)

- Safe Walk
- Crime Deterrence
- Event Security
- Event Planning
- Emphasis patrols
- Building Security
- Partnership with Parking & Transportation for after-hours pit crew services (can for gas, assistance with flat tire, vehicle unlocks, jump starts).

ENVIRONMENTAL HEALTH & SAFETY

Office: 208-885-6524

- Occupational Safety
 - o Job Safety Programs
 - o Accident Investigation/Worker Compensation Program
 - o Building Inspections (With Idaho Division of Building Safety)
- Industrial Hygiene
 - o Asbestos and Lead Management/Air Quality/Lab Safety
 - o Medical Surveillance Program
- Hazardous Materials
 - o Hazardous Materials Emergency Response
 - o Hazardous Waste Management
 - o Hazard Communication
- Fire Safety
 - o Evacuation Plans/Fire Drills
 - o NFPA compliance
- Radiation Safety
 - o Radiation-Producing Equipment Use / Radioactive Materials Use
 - o Radioactive Waste Management
- Environmental Compliance
 - o Air Quality Program and Permits
 - o Liaison with Regulatory Agencies
 - o Water Quality Programs and Permits

Active Shooter Event Quick Reference Guide

University of Idaho



ACTIVE SHOOTER

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area.

- Victims are selected at random
- Event is unpredictable and evolves quickly
- Knowing what to do can save lives



WHEN LAW ENFORCEMENT ARRIVES:

- Remain calm and follow instructions
- Drop items in your hands (i.e., bags, jackets)
- Raise hands and spread fingers
- Keep hands visible at all times
- Avoid quick movements toward officers, such as holding on to them for safety
- Avoid pointing, screaming or yelling
- Do not ask questions when evacuating



INFORMATION TO PROVIDE TO 911 OPERATORS:

- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons shooter has
- Number of potential victims at location



The first officers to arrive on scene will not stop to help the injured. Expect rescue teams to follow initial officers. These rescue teams will treat and remove the injured.

Once you have reached a safe location, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave the area until law enforcement authorities have instructed you to do so.



ACTIVE SHOOTER EVENTS

When an Active Shooter is in your vicinity, you must be prepared both mentally and physically to deal with the situation. **You have three options:**



1 RUN

- Have an escape route and plan in mind
- Leave your belongings behind
- Evacuate regardless of whether others agree to follow
- Help others escape, if possible
- Do not attempt to move the wounded
- Prevent others from entering an area where the active shooter may be
- Keep your hands visible
- Call 911 when you are safe



2 HIDE

- Hide in an area out of the shooter's view
- Lock door or block entry to your hiding place
- Silence your cell phone (including vibrate mode) and remain quiet



3 FIGHT

- Fight as a last resort and only when your life is in imminent danger
- Attempt to incapacitate the shooter
- Act with as much physical aggression as possible
- Improvise weapons or throw items at the active shooter
- Commit to your actions...your life depends on it

Additional information can be found at:

<http://www.uidaho.edu/public-safety-and-security>

For questions regarding emergency preparedness and response or to coordinate unit safety & security training, contact The University of Idaho, Office of Public Safety & Security, (208) 885-2254.

This table includes minimum formal training requirements mandated by applicable regulations. The training may be web-based (course code prefix other than UIC) in NetLearning@uidaho or available as instructor-led class (course code prefix of UIC). Some courses are available in both formats, depending on your situation and number of people that need the course. Blue font indicates that the training is conducted by an entity external to the University of Idaho.

Additional training topics may be appropriate based on unique department, task, or employee needs. In all cases, Environmental Health and Safety (EHS) general training must be accompanied by job/task-specific training from the supervisor or designee. Our website provides supplementary written materials on many EHS-related topics. EHS is available to provide supervisors with assistance with determining job/task-specific training and additional training resources upon request.

BASIC SAFETY TRAINING		
Do you receive a paycheck from the University of Idaho (regardless of whether you are a student worker or full/part time employee)?	<ul style="list-style-type: none"> • Safety Matters (ID08) • Preventing Slips, Trips and Falls (ST06) 	RECOMMENDED TRAINING <i>Upon initial employment at the university</i>
	<ul style="list-style-type: none"> • First Aid/CPR/AED Classroom Course (UIC_73) OR • First Aid/CPR/AED Online through AHA and Skills Test through EHS 	RECOMMENDED TRAINING <i>Certification every two years</i>
	<ul style="list-style-type: none"> • Fire Safety in the Workplace (ID22) 	REQUIRED TRAINING <i>Upon initial assignment and annual refresher thereafter</i>
Do you drive university-owned, leased or rented vehicles?	<ul style="list-style-type: none"> • Defensive Driving (ID02) 	REQUIRED TRAINING <i>Before driving a university vehicle and refresher every five years</i>
	<ul style="list-style-type: none"> • Winter Driving (WI09) 	RECOMMENDED TRAINING
FIRE SAFETY		
Do you intend to voluntarily use a fire extinguisher should you find yourself in a small fire situation?	<ul style="list-style-type: none"> • Fire Extinguisher Use (ID01) • Fire Extinguisher Hands-On Training (UIC_31) 	RECOMMENDED TRAINING <i>Prior to attempting to use a fire extinguisher</i>

Do you use, store or dispense flammable liquids?	<ul style="list-style-type: none"> • Fire Safety – Flammable Liquids (UIC_32) 	<p>RECOMMENDED TRAINING <i>Upon initial assignment and annual refresher thereafter</i></p>
INDUSTRIAL HYGIENE		
Do you conduct tasks that could disturb asbestos containing materials if conducted improperly? (e.g., custodial operations, building maintenance, construction/demolition, etc.)	<ul style="list-style-type: none"> • Asbestos Awareness for New Employees (UIC_6) • Asbestos Awareness (AS09) 	<p>REQUIRED TRAINING <i>UIC_6 Upon initial assignment AS09 Annual refresher thereafter</i></p>
Are you assigned work that involves cleaning up, repairing, removing or other disturbance of asbestos containing materials?	<ul style="list-style-type: none"> • Asbestos Training (authorized trainer external to EHS; level commensurate with assigned duties) 	<p>REQUIRED TRAINING <i>Upon initial assignment and annual refresher thereafter</i></p>
Do you conduct tasks that could disturb lead containing materials if conducted improperly? (e.g., custodial operations, building maintenance, construction/demolition, etc.)	<ul style="list-style-type: none"> • Lead Safety Awareness (LE09) 	<p>REQUIRED TRAINING <i>Upon initial assignment and annual refresher thereafter</i></p>
Are you assigned work that involves cleaning up, repairing, removing, or other disturbance of lead containing materials?	<ul style="list-style-type: none"> • Lead Training (authorized trainer external to EHS; level commensurate with assigned duties) 	<p>REQUIRED TRAINING <i>Upon initial assignment and refresher thereafter</i></p>
Are you at risk of exposure to human blood or other potentially infectious body fluids, human cell lines, tissues or organs?	<ul style="list-style-type: none"> • Bloodborne Pathogens for All Employees (BP64) 	<p>REQUIRED TRAINING <i>Upon initial assignment to at-risk tasks and annual refresher thereafter</i></p>
Do you work in an environment with excessive noise (exposure to noise greater than 85 dB over an 8-hour time-weighted average)? (Enrollment in HC Program requires sound level monitoring and annual audiograms)	<ul style="list-style-type: none"> • Hearing Conservation Training (HP09) 	<p>REQUIRED TRAINING <i>Upon initial assignment and annual refresher thereafter</i></p>
Are you required to use a respirator to protect against airborne contaminants? (Enrollment in RP Program requires annual medical questionnaire and fit test)	<ul style="list-style-type: none"> • Respiratory Protection For New Participants (UIC_54) • Respiratory Protection (RP09) 	<p>REQUIRED TRAINING <i>UIC_54 Upon initial assignment RP09 Annual refresher thereafter</i></p>

Are you assigned work that involves cleaning up, repairing, removing, or other disturbance of mold contaminated materials?	<ul style="list-style-type: none"> • Mold Awareness (UIC_47) 	REQUIRED TRAINING <i>Upon initial assignment</i>
Are you an automotive worker?	<ul style="list-style-type: none"> • Controlling Brake Dust (DB72) 	RECOMMENDED TRAINING <i>Upon initial assignment</i>
Do you work perform cleanup or maintenance work in outbuildings, farms or places where mouse droppings are present?	<ul style="list-style-type: none"> • Hantavirus Prevention (UIC_38) 	RECOMMENDED TRAINING <i>Upon initial assignment</i>
LABORATORY SAFETY		
Do you perform maintenance or custodial work in laboratories?	<ul style="list-style-type: none"> • Lab Safety for the Non-Lab User (UIC_483) 	REQUIRED TRAINING <i>Upon initial assignment and every three years thereafter</i>
Do you perform work in a laboratory as an essential part of your job duties?	<ul style="list-style-type: none"> • Laboratory Safety (LS09) 	REQUIRED TRAINING <i>Upon initial assignment and every three years thereafter</i>
CHEMICAL SAFETY		
Do you ship or package for shipment any hazardous material?	<ul style="list-style-type: none"> • DOT Hazardous Materials (DT09) • DOT Security Training (DX09) 	REQUIRED TRAINING <i>Upon initial assignment and every three years thereafter</i>
Do you handle or dispose of any universal waste lamps, batteries, mercury-containing devices, or pesticides?	<ul style="list-style-type: none"> • Universal Waste Management Workshop (UIC_186) 	REQUIRED TRAINING <i>Upon initial assignment</i> (Note: the hazardous waste management workshop may substitute for this course, but this course is not a substitute for the hazardous waste management course)
Do you generate or manage any chemical waste?	<ul style="list-style-type: none"> • Hazardous Waste Management Workshop (UIC_87) - OR - • Hazardous Waste Management for Facilities Workshop (UIC_233) 	REQUIRED TRAINING <i>Upon initial assignment and every five years thereafter</i>

Do you handle or could you be exposed to hazardous chemicals?	<ul style="list-style-type: none"> Hazard Communication – the New GHS Standards (HC12) 	<p>REQUIRED TRAINING <i>Upon initial assignment and whenever a new hazard is introduced</i></p>
Do you supervise any employees who handle or may be exposed to hazardous chemicals?	<ul style="list-style-type: none"> Hazard Communication Guide for Supervisors (ID24) 	<p>REQUIRED TRAINING <i>Upon initial assignment for creating a unit-specific Hazard Communication Plan</i></p>
OCCUPATIONAL SAFETY		
Do you use machinery or equipment that is energized by something other than a standard cord and plug (i.e., “affected user”)?	<ul style="list-style-type: none"> Lockout/Tagout Training (LT09) 	<p>REQUIRED TRAINING <i>Refresher every two years</i></p>
Do you repair, inspect, adjust, install, service, or clean machinery or equipment that is energized with something other than a standard cord and plug (i.e., “authorized user”)?	<ul style="list-style-type: none"> Lockout/Tagout – Authorized Employees (UIC_46) 	<p>REQUIRED TRAINING <i>Refresher every two years</i></p>
Do you work in excavation?	<ul style="list-style-type: none"> Trenching and Excavation Safety (TE09) Trenching and Shoring Safety (UIC_59) 	<p>RECOMMENDED TRAINING <i>Upon initial assignment</i></p>
Could you encounter or enter confined spaces in the course of your work (spaces not intended for human occupancy and that have a limited means of entry/egress, such as silos, pits, vaults, tanks, etc.)?	<ul style="list-style-type: none"> Confined Space Awareness Training (CS09) <i>Additional training for those making entry:</i> Confined Space (UIC_21); Ventilation and Retraction (UIC_23) 	<p>REQUIRED TRAINING <i>Upon initial assignment and refresher every two years</i></p>
Do you use portable ladders?	<ul style="list-style-type: none"> Ladder and Scaffolding Training (LA09) 	<p>RECOMMENDED TRAINING <i>Upon initial assignment</i></p>
Do you work at elevated heights, other than use of ladders and/or use powered vehicles such as boom or scissor lifts?	<ul style="list-style-type: none"> Fall Protection Training (FF09) Hoisting and Rigging (HR09) Aerial Work Platforms (UIC_4) 	<p>REQUIRED TRAINING <i>Upon initial assignment and refresher every two years</i></p>

Do you select/provide/use personal protective equipment (PPE) (e.g., hard hats, protective shoes, gloves, eyewear, face shields, outer garments, etc.)?	<ul style="list-style-type: none"> • PPE Training (PE09) • Eye and Face Protection (EF09) 	<p>REQUIRED TRAINING <i>Upon initial assignment to position requiring hazard assessment/selection/use of PPE</i></p>
Do you operate a forklift?	<ul style="list-style-type: none"> • Forklift Safety (FS09) • Fork Lift Hands-on Training (UIC_35) 	<p>REQUIRED TRAINING <i>Recertification every two years</i></p>
Do you have tasks that may cause injury or supervise employees with such tasks?	<ul style="list-style-type: none"> • Job Hazard Analysis (ID20) 	<p>RECOMMENDED TRAINING <i>Upon initial assignment</i></p>
Do you work with or are you potentially exposed to live electrical wiring or devices?	<ul style="list-style-type: none"> • Electrical Safety (ES09) 	<p>RECOMMENDED TRAINING <i>Upon initial assignment</i></p>
Do you operate hand and power tools?	<ul style="list-style-type: none"> • Hand and Power Tool Safety (HT09) 	<p>RECOMMENDED TRAINING <i>Upon initial assignment</i></p>
Do you repeatedly lift objects?	<ul style="list-style-type: none"> • Back Safety (BS09) • Back Injury Prevention for Supervisors (UIC_11) 	<p>RECOMMENDED TRAINING <i>Upon initial assignment</i></p>
Do you charge larger types of batteries (e.g., floor buffers, automotive, etc.)?	<ul style="list-style-type: none"> • Battery Charging Safety (UIC_14) 	<p>RECOMMENDED TRAINING <i>Upon initial assignment</i></p>
Do you operate power machinery or tools (e.g., drills, saws, grinders, etc.)?	<ul style="list-style-type: none"> • Machine Guarding (MG09) 	<p>RECOMMENDED TRAINING <i>Upon initial assignment</i></p>
Do you fabricate or weld?	<ul style="list-style-type: none"> • Welding Cutting and Brazing Safety (WC09) 	<p>RECOMMENDED TRAINING <i>Upon initial assignment</i></p>
Do you work in an office?	<ul style="list-style-type: none"> • Office Safety (OF09) 	<p>RECOMMENDED TRAINING <i>Upon initial assignment</i></p>
Do you supervise office staff?	<ul style="list-style-type: none"> • Ergonomics for Supervisors (EV09) 	<p>RECOMMENDED TRAINING <i>Upon initial assignment</i></p>
Do you work outdoors?	<ul style="list-style-type: none"> • Working in Extreme Temperatures (ET09) • Working Outdoors in Warm Weather (WO11) 	<p>RECOMMENDED TRAINING <i>Upon initial assignment</i></p>

ENVIRONMENTAL PROTECTION		
Do you have responsibilities related to storage of fuels/oils?	<ul style="list-style-type: none"> • SPCC (Spill Prevention Control and Countermeasures) Training – Oil Pollution Prevention (ID25) 	<p>REQUIRED TRAINING <i>Upon initial assignment and annual refresher thereafter</i></p>
Do you operate boilers, generators, incinerators, or work at the steam plant?	<ul style="list-style-type: none"> • EPA Method 9 (authorized trainer external to EHS) 	<p>REQUIRED TRAINING (for specific job duties in these locations) <i>Upon initial assignment and field certification renewal every 6 months</i></p>
RADIATION SAFETY		
Do you work with radioactive materials or X-ray producing devices or need access to a restricted radiation area?	<ul style="list-style-type: none"> • Radiation Safety Orientation (ID10) 	<p>REQUIRED TRAINING <i>Upon initial assignment</i></p>
Do you work with X-ray producing devices?	<ul style="list-style-type: none"> • Radiation Safety X-Ray Seminar (UIC_51) (Instructor-led only) 	<p>REQUIRED TRAINING <i>Upon initial assignment</i></p>
Do you work with radioactive materials in sealed or non-sealed form?	<ul style="list-style-type: none"> • Radiation Safety Course – 5 Hour (UIC_64) • Radioactive Materials Transportation (UIC_52) 	<p><i>Required with RSO approval only</i></p>



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 1620 – University-Level Committees

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): Faculty Secretary Don Crowley Oct. 2016
 (Please see FSH 1460 C) Name Date
Telephone & Email: crowley@uidaho.edu 5-7808

Policy Sponsor: (If different than originator.) Patrick Hrdlicka Chair Committee on Committees
 Name Date
Telephone & Email: hrdlicka@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.
- Minor edits to update process.
 - Enable committees to vote by email under specific conditions allowing committees to be more productive as more and more committees have requested the ability to do so given the electronic age.
 - Ensure that committee business is not delayed due to staff and student groups who sometimes struggle in finding individuals early in the fall semester. This proposed language will not bypass the approval process, but will allow committee chairs to solicit and recommend names for approval by these groups for consideration.
- 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)

UI FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

July 2015

1620

UNIVERSITY-LEVEL COMMITTEES

PREAMBLE: This section outlines the regulations governing university-level committees (Part B). It also includes a section on guidelines for committee chairs (Part C). In 2007 this section was substantially revised to reflect current process, in 2008 minor changes were made to B-2, 13 and C-13, and in 2010 Faculty Council was changed to Faculty Senate and B-7 was revised to address chair appointments. For further information, contact the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 1-07, 7-08, 7-10]

CONTENTS:

- A. Function, Structure, and Membership of Committees
- B. Regulations Governing Committees
- C. Guidelines for Committee Chairs

A. FUNCTION, STRUCTURE, AND MEMBERSHIP OF COMMITTEES. See 1640 for the function and structure of each university-level standing committee. The list of members appointed to serve on these committees is published on the Faculty Senate website at <http://www.webpages.uidaho.edu/facultycouncil/committees.htm>, after the beginning of the academic year by the Committee on Committees, ~~and copies of the booklet can be downloaded and printed from the website.~~ [rev. 1-07, ed. 7-10, 12-13]

B. REGULATIONS GOVERNING COMMITTEES. The following is a codification of the general regulations governing committees:

B-1. As used here, “committee” is a general term denoting any standing or special committee, subcommittee, council, board, senate or similar body. [ed. 7-10]

B-2. The establishment, discontinuance, or restructuring of, and the assignment of responsibilities to, standing committees of the university faculty are policy actions that require approval by the Faculty Senate. [rev. 1-07, 7-08, 7-15, ed. 7-10]

B-3. *Ad hoc* committees to advise the president and university-level standing committees that are composed primarily of administrators (e.g., Publications Board) are appointed by the president.

B-4. The Committee on Committees appoints, subject to confirmation by the Faculty Senate, members of standing committees of the university faculty. The chair of Faculty Senate establishes special Faculty Senate committees and appoints their members. [ed. 7-10]

B-5. In selecting staff members to serve, the Committee on Committees seeks nominations from the Staff Affairs Committee, which considers expressions of interest by employees to serve on various committees and the qualifications of employees with reference to existing committee vacancies. Approved service by staff members on university committees is considered a valuable service to UI, within the scope and course of employment. Provided the staff employee can be released from regular duties, time spent in committee service is not charged against the employee’s annual leave or compensatory time balances, and the employee is not expected to make up time away from normal duties for committee service. (In cases where staff employees are elected to serve, e.g., on the Staff Affairs Committee itself, it is expected that

the employee will first secure the consent of his or her supervisor before becoming a candidate.)

B-6. Ordinarily, no faculty committee will be chaired by an officer who is substantially responsible for implementing the policies or recommendations developed by the committee.

B-7. Unless otherwise noted within the structure of a committee in FSH 1640, chairs are selected by the Committee on Committees. The chairs of faculty standing committees generally are rotated so that no committee comes to be identified with one person. *[rev. 7-10]*

B-8. The president of the university, or the president's designee, is a member ex officio of all UI committees, regardless of how the committees may have been established or appointed. On committees under the jurisdiction of the university faculty or of the Faculty Senate, the president or the president's designee serves without vote. *[ed. 7-10]*

B-9. The chair of the Faculty Senate is a member ex officio without vote of all committees under the jurisdiction of the university faculty or of the Senate. *[ed. 7-10]*

B-10. Students are to be represented, if they so desire, on faculty committees that deal with matters affecting them. Except for student members of the Faculty Senate, the Committee on Committees receives nominations from the ASUI, GPSA and SBA to fill positions established for student members of faculty committees. [See 1640.] If, 21 days after the first day of classes of the fall semester, nominations have not been submitted to fill student positions, the committees on which the vacancies exist are authorized to disregard the vacant student positions in determining a quorum. *[rev. 1-07, 1-14, 7-14, ed. 7-10]*

B-11. The membership of individual members of standing committees of the university faculty may not be terminated involuntarily except for cause and with the concurrence of the Faculty Senate. *[ed. 7-10]*

B-12. UI committees meet on the call of the chair. Committees under the jurisdiction of the university faculty or any of its constituencies may be convened by at least 35 percent of the members of the committee with a three-day written notice to all members. *[rev. 1-07]*,

B-13. A quorum for any committee under the jurisdiction of the university faculty or any of its constituencies consists of at least 50% of its voting members, unless otherwise stated in the committee structure. *[add. 1-07, rev. 7-08]*

B-14. Voting:

- Proxy votes are not permitted in committees under the jurisdiction of the university faculty or of the Faculty Senate. *[ren. 1-07, ed. 7-10]*
- Email voting under some circumstances is allowable. However, it must be agreed to by all members at the meeting. There must be an explicit understanding that anyone can ask that voting be delayed until the next meeting as a group. Examples of email voting include: committee is nearing the end of a meeting and discussion has been sufficient for the secretary/chair to draft a recommendation, confirming nominees/appointments, etc.

B-15. Unless otherwise provided, assignments to faculty committees begin on the official opening date of the academic year, whichever is earlier. *[ren. and rev. 1-07]*

B-16. Open Committee Meetings. *[ren. 1-07]*

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1620: University-Level Committees

a. Meetings of university-level committees, committees of the colleges, divisions, subdivisions, and other UI units, and *ad hoc* committees, however created, are open to the public with the exception of those meetings, or those parts of meetings, that deal with confidential employee or student matters, [see B-16-d]. [ed. 7-00, rev. 1-07]

b. Observers may speak only by invitation of the chair.

c. Observers may use their own tape recorders or other recording devices. Also, they will be provided a copy of any recordings made by the committee, if they request a copy through regular channels and pay the full costs involved in making the copy.

d. An exception to the exception stated in B-16-a is permitted in hearings on appeals when the appellant demands in writing before the hearing board's first meeting that the hearing be open to the public; nevertheless, the chair of the hearing board has the power to close the hearing to the public if, in the chair's opinion, the atmosphere becomes detrimental to the orderly conduct of the proceeding. Moreover, the chair has the power to exclude prospective witnesses from the hearing until they have testified. [ed. 1-07]

B-17. Standing committees are to keep minutes and to distribute them as provided in C-7. [ren. 1-07]

B-18. Smoking is prohibited in official meetings and hearings of UI committees. [ren. 1-07]

B-19. Rules of Order. [See 1520 VI.] [ren. 1-07]

C. GUIDELINES FOR COMMITTEE CHAIRS. These guidelines were developed by the Committee on Committees as suggestions for the effective handling of committee business and clarification of certain minimal requirements of these committees. The Committee on Committees recognized that not all items will apply equally to all committees and that some items will not be appropriate to some committees.

C-1. At the beginning of each semester, contact committee members about times they would be available for a set meeting (for committees that do not have set meeting times already established) so that the times that the committee members will be available to meet can be ascertained. [rev. 1-07]

C-2. Hold an organizational meeting as early as possible in September to discuss and review the charge of the committee (see FSH 1640), its procedures, and possible agenda items, and if desirable select a secretary. [rev. 1-07]

C-3. To ensure that committee business is not delayed when the semester begins, committee chairs are encouraged to recommend and submit names of staff and students for any vacant position to the Faculty Secretary's Office for consideration and confirmation. All names that are recommended will be handled following the normal approval process.

C-4. Establish the best means of getting in touch with each student member.

C-54. Issue a standing invitation to members to submit appropriate agenda items. Call a meeting when enough agenda items have accumulated to warrant it or when a particular agenda item warrants immediate attention. Alternatively, contact committee members periodically to ask if there are problems that need to be considered. [rev. 1-07]

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1620: University-Level Committees

C-65. Send an agenda with the call of a meeting to all members and post it to the committee's web page at <http://www.webs.uidaho.edu/facultycouncil/committees.htm>. [rev. 1-07]

C-76. Read the minutes of each meeting carefully to make certain that the intent of the committee is accurately represented.

C-87. ~~Send Post~~ approved minutes of each meeting of the committee ~~to the Faculty Secretary's Office at facsec@uidaho.edu on the committee's webpage at~~ <http://www.webs.uidaho.edu/facultycouncil/committees.htm> and send copies to members of the committee. Committees that address matters with confidential employee or student matters, shall keep such minutes confidential. All materials for these committees will be forwarded to the Office of the Faculty Secretary for filing and archiving. Also, inform other officers who are directly concerned with the work of the committee. To assist with record keeping, number meetings of the committee consecutively; e.g., "minutes#1_mmdyy." [rev. 1-07]

C-89. Hold hearings when substantive policy changes are proposed. When feasible, invite those who will be affected by the committee's action to present their views to the committee. [ren. 1-07]

C-910. Inform those who are affected by the committee's actions of such actions. [ren. 1-07]

C-101. Promptly submit reports of actions requiring approval by the Faculty Senate in care of the Office of the Faculty Secretary for placement on the Faculty Senate agenda. Be prepared to attend the Faculty Senate meeting to answer any questions that arise. [ren. & rev. 1-07, ed. 7-10]

C-121. Inform the Office of the Faculty Secretary of any resignations from the committee and any excessive absences. Excessive absences will be referred to Committee on Committees to determine whether cause exists to replace the member. [ren. & rev. 1-07]

C-132. Prepare a brief year-end report for submission to the Faculty Senate in care of the Office of the Faculty Secretary for distribution. [ren. & rev. 1-07, ed. 7-10]

C-143. Prepare a transition file for next year's chair highlighting past issues (year-end report could be used), issues that are in progress, or issues that still need to be addressed. Plan to attend one or two meetings of the new committee to ease transitioning. [ren. & rev. 1-07, rev. 7-08]

C-154. Call on the Office of the Faculty Secretary for information and assistance concerning points not fully covered in these guidelines. [ren. 1-07]



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 1640.83 & 1640.93 – Student Appeals & SDRB

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): Faculty Secretary Don Crowley Oct. 2016
 (Please see FSH 1460 C) Name Date
Telephone & Email: crowley@uidaho.edu 5-7808

Policy Sponsor: (If different than originator.) Patrick Hrdlicka, Chair Committee on Committees
 Name Date
Telephone & Email: hrdlicka@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.

Added language to ensure members are aware of summer commitment and that outgoing members are aware of the need to remain on the committee until their replacement is elected and Title IX training received.

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)

FSH 1640.83
STUDENT APPEALS COMMITTEE
[created July 2016]

A. Function. To conduct a review at the request of a student who wishes to appeal a decision of any 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, will make a determination as to whether the student's appeal meets the qualifications as stated in FSH 2400 C-6.

B. Structure and Membership. The committee shall be composed of eleven 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 subcommittee as noted in B-1 below. The term of membership is three years, with initial terms staggered to form a rotation pattern.

B-1. Subcommittee: For each appeal, the Chair of the Student Appeal Committee shall appoint a three member subcommittee and designate a chair. Each subcommittee will consist of at least one 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.

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.

Outgoing committee members should be aware that their appointment will continue until their replacement is confirmed and has received the required Title IX training (typically by early fall).

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 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). *[rev. 7-14, 7-16]*

B. STRUCTURE AND MEMBERSHIP. The SDRB is broadly representative of the academic community. The SDRB consists of 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. *[rev. 7-14, 7-16]*

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. *[add. 7-16]*

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, 7-16]*

Outgoing committee members should be aware that their appointment will continue until their replacement is confirmed and has received the required Title IX training (typically by early fall).

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	Oct. 31, 2016
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):	Journalism and Mass Media

Program Identification for Proposed New or Modified Program:

Program Title:	Film & Television Studies				
Degree:	B.A./B.S.	Degree Designation	X	Undergraduate	Graduate
Indicate if Online Program:	Yes		X	No	
CIP code (consult IR /Registrar):					
Proposed Starting Date:	Fall 2018				
Geographical Delivery:	Location(s)	Moscow	Region(s)	2	
Indicate (X) if the program is/has:		Self-Support		Professional Fee	
Indicate (X) if the program is:		Regional Responsibility		Statewide Responsibility	

Indicate whether this request is either of the following:

- | | |
|---|---|
| <input checked="" type="checkbox"/> New Degree Program | <input type="checkbox"/> Consolidation of Existing Program |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program |
| <input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |

College Dean (Institution) Date

Graduate Dean or other official
(Institution; as applicable) Date

FVP/Chief Fiscal Officer (Institution) Date

Provost/VP for Instruction (Institution) Date

President Date

Vice President for Research (Institution; as applicable) Date

Academic Affairs Program Manager, OSBE Date

Chief Academic Officer, OSBE Date

SBOE/Executive Director Approval Date

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.

The Bachelor's degree in Film & Television Studies creates a new, specialized degree in film and television studies using existing courses taught across several departments. The proposed degree is a partnership between the Department of English and the School of Journalism and Mass Media (JAMM), combining film history, media theory, and hands-on filmmaking experience using a film school model.

The program will be housed and administered through JAMM. Coursework for the proposed degree will include already-existing classes in JAMM, the Department of English, the Department of Modern Languages and Cultures, the Department of History, and the Department of Theater.

While drawing on some of the coursework for the existing degree in Broadcasting and Digital Media Production offered through JAMM, the proposed degree will not replace any existing program. Rather, it will create a new degree focused specifically on narrative film, television, and video production.

JAMM's existing degree in Broadcasting and Digital Media (BDM) focuses more on broadcast news and documentary production. The new degree will have a different audience: students interested in narrative film, entertainment television and video production. While drawing on some of the coursework for existing BDM degree, the proposed degree will attract students with different interests and career goals. It will create a new degree focused specifically on narrative film, television, and video production.

- 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:

1. Producers and Directors (27-2012)
2. Audio and Video Equipment Technicians (27-4011)
3. Photographers (27-4021)
4. Camera Operators, Television, Video, and Motion Pictures (27-4031)
5. Film and Video Editors (27-4032)

	2015 Jobs (Source: EMSI*)	Projected 2025 Jobs (Source: EMSI*)	% change
State	1,363	1,537	+12.8 %
Regional (WA, OR, ID, MT)	15,039	17,220	+14.5%
Nation	388,774	438,078	+12.7%

* Report includes Idaho DOL statistics and Federal DOL statistics, among other sources. See attached report for more details.

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

Digital storytelling has exploded with the near-universal access to technologies of production—from smartphone videos to the creation of virtual worlds. Transformative education for jobs in the 21st century demands audio/visual literacy, digital media fluency, and experience in storytelling using a variety of techniques and technologies. Employers need graduates who can use these tools to create media products that meet professional standards as well as graduates whose critical understanding of history and theory leads to innovation.

Entertainment media and creative video production has also expanded greatly thanks to new technologies, from the explosion of serial television content producers such as Netflix, Amazon, and Hulu to the growth in independent filmmaking using social media funding and marketing. Employment in video content creation, editing and production is on the rise, especially in serial television production, which over the last decade has expanded dramatically from its bases in Southern California and New York into new regional centers of television production such as Portland, Seattle, Chicago, and Atlanta. Even Spokane, Washington, has seen an increase in film and television productions thanks to the new demands for entertainment media. Meanwhile, online video has become the new standard for audience engagement—organizations from giant media conglomerates to local non-profits use original, creative video shared via social media to build audiences.

The projected growth in film and television jobs in Idaho, the Northwest, and the country reflects this growing demand for film, television, and other forms of media content. Several occupations included in the projections above, in fact, will likely see dramatic increases over the next decade: Film and Video Editor positions are projected to increase by 37% nationally, while positions as Producers and Directors are expected to increase by 21% nationally.

Graduates in Film & Television Studies will be poised to help meet this demand. Importantly, students from Idaho hoping to work in these fields can earn a bachelor's degree tailored to those growth areas without having to leave the state.

- 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 s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

The proposed degree is expected to enroll primarily full-time, residential students at the Moscow campus. Given the lack of a bachelor's degree in film and television studies elsewhere in Idaho and the popularity of this degree at other regional schools, the program will likely draw new students to the University of Idaho who would have otherwise gone out of state for a film and television degree. At recruiting events, JAMM faculty frequently report prospective students expressing interest in film and television production because it is a clearly recognizable degree path that is creative and linked to a clear professional career.

As this suggests, initially student demand from inside the institution will draw on students from various departments, such as JAMM, Theater, Creative Writing, and English, all of which have students who have expressed enthusiasm for a degree in film & television that caters more specifically to their interests.

However, once established, the program will help draw students to the University of Idaho. Research from outside the institution indicates that Film & Television Studies has a high potential for student enrollment and recruitment. Film & Television Studies is identified as a growth area by leaders of Accrediting Council for Education in Journalism and Mass Communication (ACEJME) with high potential for enrollment growth. Additionally, a recent "state of the field" report conducted by the Society for Cinema and Media Studies notes that programs with film studies and film production have an average of around 75 students enrolled.

This research is reflected in the relatively large enrollments at regional, peer institutions: Montana State University graduated 72 students in a similar program in 2014, while the University of Montana and the University of Oregon graduated around 55 students. Smaller schools in Washington state also have stable enrollments: Central Washington University graduated 25 students in 2014 in Film Studies while Eastern Washington University graduated 15 in their film program that year.

As indicated below, these figures lead us to project an enrollment of around 75-80 students (graduating 17-20 per year) after the program becomes available.

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

Creating more statewide expertise in film and television production can help

encourage more media production in Idaho and create more media production jobs in the state. According to the Idaho Film Office in the state Department of Commerce, film and television production companies spent around \$12.5 million in Idaho between 2008 and 2015 (a figure that represents only a percentage of total expenditures since not all productions are required to register with the film office). Building a larger pool of professionals in film and television production can help bring even more production to the state. The School of Journalism and Mass Media is currently working with the Idaho Film Office to develop a system linking students and graduates with film and television productions in the state.

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

The growing demand for digitally fluent and professionally trained graduates across media industries, public institutions, government, and business also suggests the social and cultural importance of media storytelling to shape public discourse. This degree will help train the next generation of media storytellers who will help shape the future of film and television, especially by contributing to the growth of film and television production in the Northwest.

e. If Associate’s degree, transferability:

N/A

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 <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
University of Idaho	Bachelor’s degree	Film & Television Studies. Undergraduate major building skills specific to narrative film and entertainment television production.
Boise State University	Undergraduate Certificate	Cinema/Digital Media Certification. A 22-credit certificate covering basic skills in digital video and storytelling.
Idaho State University	Bachelor’s degree	Theatre/Film/Video. Undergraduate major emphasizing video recordings of live events (plays, concerts, corporate video).

Lewis Clark State College	Bachelor's degree	Communication. Undergraduate major broadly emphasizing skills in media and communication that can include some coursework on video.

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
Montana State University	Bachelor's degree	Film & Photography
University of Montana	Bachelor of fine arts	Digital Filmmaking
University of Oregon	Bachelor's degree	Cinema Studies
Portland State University	Bachelor's degree	Film
Seattle University	Bachelor's degree	Film Studies
Central Washington University	Bachelor's degree	Film & Video Studies
Eastern Washington University	Bachelor's degree	Film

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.

The most similar program in the state is Boise State University's 22-credit certificate in Cinema/Digital Media, which also combines film history and theory with hands-on video production. Students at Boise State can earn that certificate while completing a Bachelor's degree in Media Arts.

The proposed degree in Film & Television Studies at the University of Idaho, however, currently has the coursework and instructional capacity to offer a full, specialized Bachelor's degree in film and television, offering a wider range of skills courses and a more robust set of electives to help students build more specialized areas of emphasis. The breadth of electives in the program—classes that are already being staffed and offered regularly—will allow students to create a range of specialized options, from production design to history and theory to screenwriting, all while developing foundational skills in videography and storytelling. The University of Idaho already has almost all of the resources necessary to build this specialized degree in film & television studies, making UI uniquely positioned to offer this degree starting as soon as possible.

The emphasis on television in the proposed degree (along with the School of Journalism and Mass Media's 51-year working relationship with Idaho Public Television, unique among Idaho universities and colleges) also offers students a unique opportunity to explore both film and television as possible avenues of employment

In this way, the proposed degree in Film & Television Studies will be the only full bachelor's degree in the state of Idaho focused exclusively on narrative film and entertainment television that builds the appropriate skills in storytelling, technical production, history, and theory to prepare students for jobs in creative content production for film, television, and online video.

Moreover, given the projected job growth in film, television, and video production described above, this new program will create more opportunities for students in Idaho to get the necessary skills to meet that demand without having to attend one of several similar regional programs listed above.

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

A major portion of the University of Idaho's strategic plan focuses on enrollment growth and creating more opportunities for Idaho residents to get the skills they need to help grow Idaho's economy. The proposed degree in Film & Television Studies helps fulfill this aspect of the strategic plan by creating a new degree path that can help recruit more prospective students. Additionally, as indicated above, the new major will build the digital media and storytelling skills that are increasingly important to potential employers, positioning graduates for the jobs of the future.

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 proposed degree will participate in the routine external reviews conducted by the University of Idaho in order to assure quality.

The new degree program will also develop a series of new assessment protocols to measure student learning and assure the quality of the program (see description of assessment below).

Additionally, other programs in the School of Journalism and Mass Media are accredited through the Accrediting Council on Education in Journalism and Mass Communications. Although this program will not be part of JAMM's ACEJMC accredited programs, some of the video production coursework for the new major will continue to serve the accredited degree in Broadcasting and Digital Media Production. Those courses will be subject to the rigorous standards of the ACEJMC. Moreover, as the proposed degree develops, JAMM will consider accrediting the bachelor's degree in Film & Television Studies with ACEJMC, if appropriate.

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.**

N/A

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 at least one criterion listed below.

- 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.	42
Credit hours in required courses offered by other departments:	3
Credit hours in institutional general education curriculum	40
Credit hours in free electives	35
Total credit hours required for degree program:	120

- 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.

As part of their required coursework, students will participate in a capstone film production experience in which they develop and produce a short film or other multimedia project. Functioning as a thesis defense, their work will be presented to a panel of faculty who will assess student work. If their work gets the approval of the faculty panel, the student films will be shown at the local student film festival. As part of the program’s assessment protocols (see below), regional professionals in film, television, and video will attend the festival and evaluate student preparedness for work in the industry.

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.

Graduates of this program will be able to:

- Shoot and edit professional quality video.
- Write and interpret scripts and screenplays.
- Direct and produce a film or television shoot through collaboration with other creative personnel.
- Know the significant theories, historical periods, and genres in film and television.
- Use their knowledge of film and television history and theory to craft innovative and informed media content.
- Explain the relationship between cultural diversity and responsible media content.
- Produce media content that reflects an understanding of cultural diversity

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 proposed major will utilize a series of new and unique assessment protocols to measure student learning and the quality of the program.

Assessment of student learning for the proposed major will take three forms:

- **Pre-Test/Post-Test:** Students will take two comprehensive examinations covering: (1) key terminology in describing and analyzing film and television aesthetics, (2) general knowledge of film and television history, and (3) prominent theoretical approaches in film and television studies. The test will be administered first in the introductory course for the major (ENGL 230, Introduction to Film & Television Studies) and then again in one of the senior capstone courses (JAMM 476, Advanced Digital Media Production 2). Comparisons of student performance between the two groups will identify areas for improvement.
 - **External Assessment of Student Work:** As part of the curriculum for the proposed major, all students will write, produce, and direct a short film in their final year in the program. Student work that passes an internal faculty defense will be shown at the annual student film festival. As part of the assessment protocols, regional professionals in film, television, and media production (including alumni from JAMM who work in the film and television industry and, eventually, alumni of the proposed program) will be invited to attend the festival to assess student work, providing a written evaluation of their strengths and weaknesses.
 - **Senior Focus Group:** A sample of outgoing graduates in the program will participate in focus group during their last term in the program. The focus group will assess student learning and their perspective on how the department can more effectively help develop their educational experience.
 - **Alumni survey:** A sample of alumni will be contacted three years after graduation to determine their job titles, employers and locations. Graduates will be asked how well their coursework in Film & Television Studies prepared them for a career in that field.
- b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

The comparative results of the pre-test/post-test measure will be shared with all affiliated faculty and used to shape the curriculum of the core film & television classes.

The evaluations of external media professionals based on student work shown at the annual film festival will be shared not only with the students to help

prepare themselves and their portfolio but also with the faculty who run the capstone experience. Professional feedback will then inform future versions of the capstone experience.

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

The two direct measures used will be (1) the comparisons of the pre-test scores and the post-test scores, evaluating student learning across the proposed curriculum, and (2) the external evaluation of student work.

The primary indirect measure used will be the senior focus group.

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

The pre-test/post-test measure will be administered every other year.

The professional feedback on student work at the festival will occur annually.

The senior focus group and alumni survey will occur annually.

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)			
	FY 2012-2013	FY 2013-2014	FY 2014-2015	FY 2015-2016	FY 2012-2013	FY 2013-2014	FY 2014-2015	FY 2015-2016
BSU Cinema/Digital Media Certificate	38	26	39	47	11	2	16	
ISU Theater/Film/Video	4	4	7	10	--	1	--	--

UI								
LCSC Communications	--	42	45	50	--	10	7	6

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: Film & Television Studies											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY 2017-2018	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2017-2018	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023
40	65	70	75	75	80	--	10	16	18	18	20

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?

Enrollment estimates are based on existing enrollments in similar regional programs (described in question #2 above) and on national enrollment data provided by the Society for Cinema and Media Studies 2015 “State of the Field” report.

Given existing faculty resources, the new degree would reach capacity at around 20 graduates per year (around 80 total enrolled). Future investments in equipment and other resources could accommodate more headcounts, depending on demand for the major.

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?

Because the proposed major will mostly draw on already-existing coursework that serves additional needs at the University of Idaho, the minimum enrollment necessary

to sustain the major is flexible. If enrollments do not exceed 20 total students in the first five years of the program, the program could be discontinued without any adverse effects for faculty or administrators.

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.

Students in the proposed major will share equipment resources with the existing major in Broadcasting and Digital Media Production:

- Access to cameras, microphones, lights, and other related equipment through the JAMM checkout system.
- Access to video editing bays in the Radio-TV center.

- 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?

Increasing the number of students using the camera checkout system and the editing bays will constrain the accessibility of existing equipment. These increases will be accommodated through investments in equipment (see below).

- 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.

New expenditures for equipment will be covered by course fees on technical production courses, linking resources to enrollments. First year expenditures are as follows:

- Cameras: digital video/cinema and DSLRs, bags/cases, chargers, batteries, mounting devices (steady-cams, tripods, etc.). 1 camera kit at \$3,000 each to expand equipment checkout system.
- Lighting: LED and standard Tungsten light kits and stands with varying accessories including diffusion, gels, gloves, and other materials for controlling and shaping light. 1 lighting kit at \$1,500 each.
- Audio: Digital Audio Recorders, microphones, monitors, headphones, stands, and mixers. 2 audio set ups at \$1,200 each.
- Space: Current BDM facilities barely hold the necessary equipment—more space will be required for storage to serve more students.

Total first year equipment expenditures: \$6,900

With projected enrollment numbers, course and lab fees will produce \$7,200 in the first year. If enrollments increase, course fees will produce more funds to expand

equipment as needed.

For example, projected second year enrollments may produce \$11,700, enabling the purchase of another camera, lighting kit, and audio set up, plus a computer for handling large files of HD video, software (FCPX, Adobe Suite, Avid, ProTools, etc) at \$4,000 each.

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.

Personal and space resources for the library should be adequate for the new major, and there should be no impact on existing programs.

- 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.

No additional library resources are requested at this time. The library has excellent resources supporting film studies. Materials to support television studies can be added gradually as part of regular requests supporting other JAMM majors.

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?

Almost all of the coursework for the proposed major already exists and is offered regularly. The Department of English recently reassigned a vacant line to invest in needed expertise in screenwriting, so no new faculty positions are needed to offer the program.

To take advantage of this new faculty resource, the new major will require the creation of only one new course: ENGL/JAMM 231, "Introduction to Scriptwriting," which will be taught in fall and spring by the new faculty member. The new faculty will also teach the advanced screenwriting course (JAMM 471/THE 441).

Additionally, the proposed major will require reallocation of existing faculty time to teach additional sections as needed and changes of the following courses:

- ENGL 230, "Introduction to Film & Television Studies." Currently offered once a year by Anna Banks, Associate Professor in English. An additional section will be offered by Russell Meeuf, Assistant

Professor in JAMM.

- JAMM 275, "Introduction to Broadcasting and Digital Media Production." Currently offered in fall and spring by Denise Bennett, Assistant Professor in JAMM. Additional sections will be offered as needed by instructors in JAMM.
- ENGL 221 & 222, "History of World Cinema, parts 1 & 2." These courses are offered regularly, but their enrollments can be increased as needed to accommodate additional student demand and require no additional teaching resources.

Additional courses in the major are offered regularly with room for enrollment growth or else are one of many electives students can choose from, spreading the enrollment load across several existing courses.

- 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.

Administrative Resources:

One faculty member in JAMM or English will serve as director of the Film & Television Studies program for a two-year period. The director will receive a yearly course-reassignment in order to oversee advising, assessment, recruitment, and curricular matters.

Instructional Resources:

JAMM and English will teach all required courses in the major in order to guarantee students are able to complete their degrees in a timely manner. Affiliated faculty members from other CLASS units will teach elective courses. Elective course offerings will not require additional resources from those units

Affiliated faculty for the program include:

- Anna Banks, Associate Professor, English Department. Currently teaches film studies courses in the English department that serve as electives there. Under the new degree those courses will become required for majors. Four to five courses per year will contribute to the proposed major.
- Denise Bennett, Assistant Professor, School of Journalism and Mass Media. Currently oversees video production coursework for the Broadcasting and Digital Media Production major. Those courses will now also accommodate students in the proposed major. Four to five courses per year will contribute to the proposed major.
- Dale Graden, Professor, History Department. One course per year will contribute as an elective to the proposed major.
- Benjamin James, Clinical Assistant Professor, English (to begin Aug. 2017). Three to four courses per year will contribute to the proposed major.
- Jan Johnson, Clinical Assistant Professor, English. One course per

year will contribute as an elective to the proposed major.

- Ashley Kerr, Assistant Professor, Modern Languages and Cultures. Two courses per year will contribute as an elective to the proposed major.
- Tara MacDonald, Assistant Professor, English. One course per year will contribute as an elective to the proposed major.
- Russell Meeuf, Assistant Professor, School of Journalism and Mass Media. Three to four courses per year will contribute to the proposed major.
- Glenn Mosley, Senior Instructor, School of Journalism and Mass Media. Two to three courses per year will contribute to the proposed major.
- Sarah Nelson, Associate Professor, Modern Languages and Cultures. One course per year will contribute as an elective to the proposed major.
- Pingchao Zhu, Professor, History. One course per year will contribute as an elective to the proposed major.

- 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?

Currently, the major in Broadcasting and Digital Media Production includes some students with interests in entertainment media and creative content production (even if the existing major doesn't serve their interests as well as it could). We expect that some of these students will switch into the new major when it becomes available, resulting in a temporary decline in enrollment in Broadcasting and Digital Media Production.

However, the creation of the new major will help the university retain students who have historically transferred out of the University of Idaho to attend regional programs that focus more specifically on film and television production. The success of such a degree at our regional competitors also suggests that we will be able to more successfully recruit new students to the university.

Additionally, the technical and broadcast journalism skills of the Broadcasting and Digital Media Production degree continue to align with other areas of employment growth in media production, so we expect the Broadcasting and Digital Media Production major to keep drawing students with those interests.

- 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.

No new faculty or other personnel resources are needed.

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?

The College of Letters, Arts, and Social Sciences has agreed to reallocate a vacant faculty position in the Department of English to help support the proposed program.

- 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.

N/A

- 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?
- 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?

N/A

- 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.

Two required courses in the curriculum (JAMM 275 and JAMM 475) use special course fees in accordance with Board Policy V.R., 3.c.iii.

Fees support the purchase of video production equipment for use in the classroom and in required student projects. The revenues from such fees are reflected in the attached budget and will cover the costs of the new equipment described above (#17, Physical Resources, part c, Needed Resources).

- 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.

N/A

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

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the firstfour fiscal years of the
- 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).

I. PLANNED STUDENT ENROLLMENT

	<u>FY 2017-2018</u>		<u>FY 2018-2019</u>		<u>FY 2019-2020</u>		<u>FY 2020-2021</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	5	5	20	20	40	40	50	50
B. Shifting enrollments	35	35	45	45	30	30	25	25
Total Enrollment	40	40	65	65	70	70	75	75

II. REVENUE

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments	\$33,215.60		\$132,862.40		\$265,724.80		\$332,156.00	
5. Student Fees	\$7,200.00		\$11,700.00		\$12,600.00		\$13,500.00	
6. Other (i.e., Gifts)								
Total Revenue	\$40,416	\$0	\$144,562	\$0	\$278,325	\$0	\$345,656	\$0

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

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.0		0.0		0.0		0.0	
2. Faculty	\$0.00		\$0.00		\$0.00		\$0.00	
3. Adjunct Faculty	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
4. Graduate/Undergrad Assistants	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
5. Research Personnel	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
6. Directors/Administrators	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Administrative Support Personnel								
8. Fringe Benefits	\$0.000	\$0.00	\$0.000	\$0.00	\$0.000	\$0.00	\$0.000	\$0.00
9. Other:	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Total Personnel and Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time

B. Operating Expenditures

1. Travel								
2. Professional Services								
3. Other Services								
4. Communications	\$1,200.00		\$1,200.00		\$1,200.00		\$1,200.00	
5. Materials and Supplies	\$500.00		\$500.00		\$500.00		\$500.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	<u>\$1,700</u>	<u>\$0</u>	<u>\$1,700</u>	<u>\$0</u>	<u>\$1,700</u>	<u>\$0</u>	<u>\$1,700</u>	<u>\$0</u>

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time

C. Capital Outlay

1. Library Resources								
2. Equipment	\$7,200.00	\$0.00	\$11,700.00		\$12,600.00	\$0.00	\$13,500.00	\$0.00
Total Capital Outlay	<u>\$7,200</u>	<u>\$0</u>	<u>\$11,700</u>	<u>\$0</u>	<u>\$12,600</u>	<u>\$0</u>	<u>\$13,500</u>	<u>\$0</u>

	FY _____		FY _____		FY _____		FY _____	
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**D. Capital Facilities
Construction or Major
Renovation**

	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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E. Other Costs

Utilites	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
Maintenance & Repairs	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
Other Overhead	<u>\$8,303.90</u>		<u>\$33,215.60</u>		<u>\$66,431.20</u>		<u>\$83,039.00</u>	
Total Other Costs	<u><u>\$8,304</u></u>	<u><u>\$0</u></u>	<u><u>\$33,216</u></u>	<u><u>\$0</u></u>	<u><u>\$66,431</u></u>	<u><u>\$0</u></u>	<u><u>\$83,039</u></u>	<u><u>\$0</u></u>
TOTAL EXPENDITURES:	<u><u>\$8,900</u></u>	<u><u>\$0</u></u>	<u><u>\$13,400</u></u>	<u><u>\$0</u></u>	<u><u>\$14,300</u></u>	<u><u>\$0</u></u>	<u><u>\$15,200</u></u>	<u><u>\$0</u></u>
Net Income (Deficit)	<u><u>\$31,516</u></u>	<u><u>\$0</u></u>	<u><u>\$131,162</u></u>	<u><u>\$0</u></u>	<u><u>\$264,025</u></u>	<u><u>\$0</u></u>	<u><u>\$330,456</u></u>	<u><u>\$0</u></u>

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

II 4	Of the expected student enrollment, 10% is expected from out of state. Res = \$2,581.60/semester; NR = \$9,985.16/semester (FY2017 rates)
II 5	Course fees of \$90 each for 275 and 475, per student for equipment expenses
III C.2	Equipment costs for cameras, lighting kits, and computers for edit bays, funded by student course fees
III E	Overhead is calculated at 25% of tuition revenue (special course fees are not included)

Film and Television Studies (B.A. or B.S.)

Note: In order to graduate with a degree in Film and Television Studies, a 2.50 GPA must be attained.

Required course work includes the university requirements (see regulation J-3), the CLASS requirements for the B.A. or B.S. degree, and:

ENGL 230 Introduction to Film Studies	3 cr
ENGL/JAMM 231 Introduction to Screenwriting	3 cr
ENGL 221 History of Film 1895-1945	3 cr
ENGL 222 History of Film 1945-present	3 cr
JAMM 275 Introduction to Broadcasting and Digital Media Production	4 cr

Additional Production (5 cr):

JAMM 374 Digital Media Field Production	3 cr
ENGL 446/JAMM 471/THE 441 Foundations of Screenwriting	3 cr
JAMM 473 Lighting for Digital Media Production	1 cr
JAMM 474 Video Editing	1 cr

History, Culture, and Theory (6 cr):

3 credits of which must be in under-served, non-canonical, or international film, reflecting cultural diversity
(*):

AIST 320 The Celluloid Indian: American Indians in Popular Film	3 cr*
ENGL 420 Literature and Film	3 cr
ENGL 432 Film Theory and Criticism	3 cr
ENGL/JAMM 477 Documentary Film	3 cr
FLEN 315 French/Francophone Cinema in Translation	3 cr*
FLEN 326 Chinese Cinema in Translation	3 cr*
FLEN 331 Japanese Anime	3 cr*
FLEN 390 Representation and Reality in Spanish Cinema	3 cr*
FLEN 391 Hispanic Cinema	3 cr*
FREN 419 French & Francophone Cinema	3 cr*
HIST 414 History and Film	3 cr, max 6*
JAMM/SOC 339 Crime and the Media	3 cr
JAMM 378 American Television Genres	3 cr
JAMM 379 Hollywood Portrayals of Journalists	3 cr
JAMM 445 History of Mass Media	3 cr
SPAN 423 Gender and Identity in Spanish Cinema	3 cr*
SPAN 424 Human Rights and Hispanic Cinema	3 cr*

Electives (12 cr):

Students may also substitute other courses if approved by the director of the Film & Television Studies program.

AIST 320 The Celluloid Indian: American Indians in Popular Film	3 cr
ENGL 420 Literature and Film	3 cr
ENGL 432 Film Theory and Criticism	3 cr
ENGL 446/JAMM 471/THE 441 Foundations of Screenwriting	3 cr
ENGL/JAMM 477 Documentary Film	3 cr
FLEN 315 French/Francophone Cinema in Translation	3 cr
FLEN 326 Chinese Cinema in Translation	3 cr
FLEN 331 Japanese Anime	3 cr
FLEN 390 Representation and Reality in Spanish Cinema	3 cr
FLEN 391 Hispanic Cinema	3 cr
FREN 419 French & Francophone Cinema	3 cr
HIST 414 History and Film	3 cr, max 6
JAMM/SOC 339 Crime and the Media	3 cr

JAMM 374 Digital Media Field Production	3 cr
JAMM 378 American Television Genres	3 cr
JAMM 379 Hollywood Portrayals of Journalists	3 cr
JAMM 445 History of Mass Media	3 cr
JAMM 473 Lighting for Digital Media Production	1 cr
JAMM 474 Video Editing	1 cr
SPAN 423 Gender and Identity in Spanish Cinema	3 cr
SPAN 424 Human Rights and Hispanic Cinema	3 cr
THE 105 Basics of Performance	3 cr
THE 106 Basics of Performance	3 cr
THE 201 Scene Design I	3 cr
THE 202 Costume Design I	3 cr
THE 205 Lighting Design I	3 cr
THE 305 Intermediate Acting	3 cr
THE 306 Intermediate Acting	3 cr
THE 410 Costume Design II	3 cr, max 12
THE 465 Advanced Scene Design	3 cr
THE 471 Directing	3 cr

Senior Experience (6 cr):

JAMM 475 Advanced Digital Media Production 1	3 cr
JAMM 476, Advanced Digital Media Production 2	3 cr

Courses to total 120 credits for this degree

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	October 5, 2016
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Science
Name of Department(s) or Area(s):	Department of Biological Sciences

Program Identification for Proposed New or Modified Program:

Program Title:	Medical Sciences				
Degree:	BS	Degree Designation	X	Undergraduate	Graduate
Indicate if Online Program:	Yes		X	No	
CIP code (consult IR /Registrar):	51.1100				
Proposed Starting Date:	Fall 2017				
Geographical Delivery:	Location(s)	Moscow	Region(s)	II	
Indicate (X) if the program is/has:		Self-Support		Professional Fee	
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility	

Indicate whether this request is either of the following:

- | | |
|---|--|
| <input checked="" type="checkbox"/> New Degree Program
<input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more)
<input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Consolidation of Existing Program
<input type="checkbox"/> New Off-Campus Instructional Program
<input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |
|---|--|

College Dean (Institution)	Date
Graduate Dean or other official (Institution; as applicable)	Date
FVP/Chief Fiscal Officer (Institution)	Date
Provost/VP for Instruction (Institution)	Date
President	Date

Vice President for Research (Institution; as applicable)	Date
Academic Affairs Program Manager, OSBE	Date
Chief Academic Officer, OSBE	Date
SBOE/Executive Director Approval	Date

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 request is for a new undergraduate major, Medical Sciences, which would be administered by the Department of Biological Sciences at the University of Idaho. It has an interdisciplinary curriculum that will prepare students for admission to professional programs in a variety of healthcare related fields (e.g., medicine, dentistry, ophthalmology, pharmacology, etc.). It will also serve students who are interested in healthcare-related professions in areas such as writing, policy and administration. The Medical Sciences curriculum utilizes existing courses from across the campus to provide the breadth and depth necessary for future student success. This new major does not duplicate or replace any existing program within the state.

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:

1. pre-med applicant (see below)
2. pre-dent applicant (see below)

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	NA	NA	
State	NA	NA	
Nation	NA	NA	

NA = not applicable

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

In most instances this new major will not lead immediately to new jobs; that is, students graduating will not immediately enter wage-earning employment. This major is designed primarily to provide appropriate and necessary preparation for healthcare-related professional programs (e.g., medicine, dentistry, etc.) and secondarily to provide an enhanced STEM education that may be applicable to other professions. Most health professions require at least a 4-year program of study at the BA/BS level in order to apply for post-graduate training. The Medical Sciences major curriculum is tailored to meet the requirements of the healthcare profession and is designed to help students gain admission to the healthcare professional program of their choice. So, while it will not lead immediately to jobs in the local, state, or national workforce, it will ultimately add highly trained individuals to the workforce when these students complete their professional training. Note, that not all students that graduate from this major may choose to enter a professional program, but could use this education for other healthcare-related careers that may or may not require additional training beyond the BS (e.g., medical writer, healthcare administration, lawyer).

- 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 s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

The mostly likely student population would be new, incoming, full-time first-year (freshmen) students that have an interest in a future healthcare-related professional program. This would include, for example, students interested in medicine or dentistry, but would be suitable for students going into radiology, physician's assistant, or medical technology. Currently, the university tracks students that are interested in pre-health studies through a Pre-Health Minor program or through pre-health advising; there are currently 136 such students enrolled. Therefore, considerable demand for this new major is anticipated.

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

This new major would prepare students to be highly successful in healthcare and healthcare-related professions. The healthcare field is a well-paid sector of the employment world. Students, and those from Idaho (i.e., in-state) in particular, that choose to stay within the state after their professional program is completed would contribute significantly to Idaho's economy.

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

The State of Idaho has a need for well-trained healthcare professionals. This new major would provide the opportunity to educate in-state students and make them more successful at gaining admission to and succeeding in health-related

professional programs. Students from Idaho are more likely to stay in the state after their training is complete and contribute to the societal needs of Idaho.

e. If Associate’s degree, transferability:

Not applicable (i.e., this is a 4-year BS degree).

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 <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
University of Idaho	BS Medical Sciences	4-year BS degree in Medical Sciences; fulfills requirements for many pre-professional programs (pre-med, pre-dental, pre PA etc.); highly interdisciplinary

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Washington State University	Basic Medical Sciences major	Major that offers all the science needed to enter medical school or other health science schools.
Montana State University	Health & Human Performance major	Major that prepares students for health-related graduate programs.
University of Oregon	BioHealth Sciences major	Major for students that could enter health-science graduate fields.

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.

This new program is not offered by any other Idaho public institution. The BS in Health Sciences at ISU is the most similar program offered, but it does not target that same student population (e.g., pre-professional medical students). The ISU program has fewer requirements and utilizes a lower level chemistry and biology course sequence. We feel that the requirements of our proposed program will position students well to continue on into health care professions or professions related to health care.

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

The University of Idaho is embarking on a new Strategic Plan that emphasizes transformative education and expanding the institution's intellectual and economic impact. An objective of this plan is increased enrollment. A new major in Medical Sciences will add a new intellectual dimension to the university's curricular offerings that we don't currently support. In addition, this major, the first of its kind in Idaho, will attract students that want exceptional academic preparation for their future professional plans at an affordable cost (and not necessitate out-of-state enrollment).

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 University will ensure the quality of the program through its three-step review process. All new curricula are evaluated and approved first by the sponsoring department (i.e., Department of Biological Sciences), second by a college-level Curriculum Committee (i.e., College of Science), and finally by a university-wide committee (i.e., University Curriculum Committee). There is no special accreditation required for this new major, however, all programs are assessed every 7 years as part of the external program review process, and as required by SBOE and NWCCU. Since the next program review for Biological Sciences is scheduled for fall 2017, and this new major begins at that time, the first assessment of this new major would occur at the time of the following program review.

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 at least one criterion listed below.

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.	41
Credit hours in required courses offered by other departments:	60
Credit hours in institutional general education curriculum	10
Credit hours in free electives	9
Total credit hours required for degree program:	120

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.

There is a *Senior Capstone* (2-4 cr.) requirement for this major. There is also a *Leadership and Professionalism* (5-6 cr.) requirement that contains an internship (i.e., Biol 398) option.

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.

Graduates will be expected to:

1. Demonstrate a strong knowledge base regarding biological, physical, health, and behavioral sciences as a foundation for admission to graduate level health / medical professional programs and future practice as healthcare professionals.
2. Display strong skills in communication and collaboration, particularly interpersonal skills required for patient/provider and professional interaction.
3. Demonstrate knowledge of professionalism and sound ethical standards.
4. Describe the importance of cultural competency and appreciation for diversity in the community and healthcare environments.
5. Identify and use professional/scientific literature and materials to support professional decision-making related to clinical practice and healthcare issues.
6. Communicate through oral and written assignments the scholarly and analytical skills (critical thinking), as well as the innate curiosity, necessary to become lifelong learners.

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 assessment process will utilize the *Intended Learning Outcomes* described above as a framework. One course from the curriculum will be selected to provide data for each outcome. A rating scale of 1) above expectations, 2) meets expectations, or 3) below expectations will be used for evaluation. This information will be used to inform decisions on any curricular changes that need to be made.

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

The data collected on learning outcome performance is compiled and presented to the department faculty at a meeting dedicated for assessment review. Faculty discussion is utilized to make appropriate changes to courses that are not satisfactorily meeting learning objectives.

In addition, we will track admission to professional programs as a metric of our success.

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

Direct measures of learning outcomes as measured by exam performance will be used.

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

Assessment activities occur on an annual basis during the academic year. Reporting typically occurs at the beginning of fall 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)			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU	NA							
ISU	NA							
UI	NA							
LCSC	NA							

NA = not applicable

- 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: BS Medical Sciences											
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
50	55	60	65	70	75	0	0	5	35	40	45

- 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 initial capacity for this program is 100 students, but it is unlikely that enrollment of this magnitude will be realized immediately. Combined with this thinking, it is anticipated that there will be a shift of freshman interest from other majors in Biological Sciences (i.e., Biochemistry, Biology, Molecular Biology, and Microbiology) to this new major in Medical Sciences. Since ~50% of current Biological Sciences majors have an interest in a healthcare profession (and current enrollment numbers of incoming freshman = ~100 students) we estimate that the FY18 headcount would be approximately 50 students. A 10% increase in subsequent years seems reasonable initially. An unknown, that we acknowledge, is the number of current students (2nd-4th year) that might switch major. This, however, would not markedly affect the total number of students in Biological Sciences (or other programs at the university), but could increase the numbers in the table above for the Medical Sciences major.

The recruitment efforts will be manifold. We are planning the following: an advertising campaign (mass media, brochure), new information through the department (website and faculty advisors), our Vandal Ambassador Program at high school recruiting events across the state, and dissemination through the UI Pre-Health Advisor.

Since the University of Idaho has a 55% graduation rate (previous five-year average) the projected number of graduates is based on this number. However, we expect the quality of students entering this major to be high and therefore predict that the graduation rate from this major will be above the university average (this has therefore been built into the projections indicated). We are projecting some graduates by the third year (i.e., FY20) of the new major due to transfer students, but the first significant number of graduating students would occur in FY 21, due to the first freshman cohort entering in FY 18.

- 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?

The minimum for program continuance is 15 students. The basis for this minimum number is that it is similar to other viable majors in Biological Sciences (and other programs on campus).

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 physical resources currently in place at the University of Idaho Moscow campus will be used for the delivery of all the courses listed on the new curriculum.

- 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?

In the short term, increased use of physical resources will not impact existing programs, because it is anticipated that most students will be shifting majors within Biological Sciences. A university-wide 20% increase in student enrollment is possible without affecting physical resources. This scope will easily accommodate the enrollment of this new major.

- 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.

New resources needed in laboratory courses for increased enrollment will be met by the corresponding lab fees.

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.

There are adequate existing library resources for this new major.

- 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.

No new library resources are necessary for this new major.

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?

In the short term, no new personnel resources or course sections are necessary for this new major. However, should we experience large future enrollment there may be a need to increase the number of instructors, tenure-track faculty and teaching assistants will be needed to teach some courses.

- 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.

This new major uses courses currently existing in the University of Idaho catalog. Most of the required courses are already being taken by students who plan to apply to healthcare professional programs. In the case of elective courses, a selection has been developed in each category to avoid large increases in any specific course. Advising resources have already been identified for this new major, including college-level advising initially with a switch to departmental advising of more advanced students. Students will also work with the university-wide advisor for the health care professions.

- 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?

It is anticipated that most enrollment in this new major will come from shifting majors within Biological Sciences, although some may come from other programs. Biological Sciences will monitor enrollment in its other majors over time and will make adjustments to majors as appropriate. It is anticipated that most pre-physical therapy students and pre-occupational therapy students will continue to major in Movement Sciences.

- 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.

No new personnel are required to support this proposed program unless and until the program results in a large increase in enrollment.

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?

No reallocation of funds is required.

- 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.

No new appropriation is required.

- c) **Non-ongoing sources:** Not applicable.

- 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?
- 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?

- 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.

There are no new institutional local fees.

- 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.

The total cost to students will be \$7,232 for in-state and \$22,040 for out-of-state (i.e., the same as other UI BS programs).

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).

Medical Sciences (B.S.)

To graduate in this program, students must earn a minimum grade of "C" in Biol 115 and Biol 115L. Required course work includes the university requirements (see regulation J-3) and:

Biol 115 Cells and the Evolution of Life	3 cr
Biol 115L Cells and the Evolution of Life Laboratory	1 cr
Biol 120 Human Anatomy	4 cr
Biol 121 Human Physiology	4 cr
Biol 204 Introduction to Health Professions	1 cr
Biol 250 General Microbiology	3 cr
Biol 255 General Microbiology Lab	2 cr
Biol 310 Genetics	3 cr
Biol 315 Genetics Lab	1 cr
Biol 312 Molecular and Cellular Biology	3 cr
Biol 313 Molecular and Cellular Laboratory	1 cr
Biol 380 Biochemistry I	4 cr
Chem 111 Principles of Chemistry I	4 cr
Chem 112 Principles of Chemistry II	5 cr
Chem 277 Organic Chemistry I	3 cr
Chem 278 Organic Chemistry I: Lab	1 cr
Math 170 Analytic Geometry and Calculus I	4 cr
Phil 103 Ethics	3 cr
Psyc 101 Introduction to Psychology	3 cr
Soc 101 Introduction to Sociology	3 cr

Physics (8 cr):

Phys 111 General Physics	3 cr
Phys 111L General Physics I Lab	1 cr
Phys 112 General Physics II	3 cr
Phys 112L General Physics II Lab	1 cr
OR	
Phys 211 Engineering Physics I	3 cr
Phys 211L Laboratory Physics I	1 cr
Phys 212 Engineering Physics II	3 cr
Phys 212L Laboratory Physics II	1 cr

Written Communication (3 cr):

Engl 208 Personal and Exploratory Writing	3 cr
Engl 317 Technical Writing	3 cr
Engl 318 Science Writing	3 cr

One of the following Senior Capstone courses (2 cr):

Biol 401 Undergraduate Research	1 - 4 cr
Biol 405 Practicum in Anatomy Laboratory Teaching	2 - 4 cr
Biol 408 Practicum in Human Physiology Laboratory Teaching	2 - 4 cr
Biol 411 Senior Capstone	2 cr

One of the following (3 cr):

Stat 251 Statistical Methods	3 cr
Stat 301 Probability and Statistics	3 cr

One of the following (3 cr):

Anth 417 Social Data Analysis	3 cr
Biol 456 Computer Skills for Biologists	3 cr
Chem 302 Principles of Physical Chemistry	3 cr
Math 437 Mathematical Biology	3 cr
Stat 431 Statistical Analysis	3 cr

Critical Thinking (3 cr):

Engl 207 Persuasive Writing	3 cr
Hist 382 History of Biology: Conflicts and Controversies	3 cr
Phil 201 Critical Thinking	3 cr
Phil 202 Introduction to Symbolic Logic	3 cr

Leadership and Professionalism (5 cr):

Biol 398 Internship	1-3 cr
Bus 311 Intro to Management	3 cr
INTR 493 Pre-Health Peer Mentor	1 cr
INTR 492 College of Science Ambassadors	1 cr
PHIL 361 Professional Ethics	3 cr
Psyc 414/OrgS 414 Traumatic Events: Preparation, Intervention, Evaluation	3 cr

Psychology (6 cr):

Psyc 305 Developmental Psychology	3 cr
Psyc 311 Abnormal Psychology	3 cr
Psyc 325 Cognitive Psychology	3 cr
Psyc 372 Physiological Psychology	3 cr
Psyc 419 Adult Development and Aging	3 cr
Psyc 470 Introduction to Chemical Addictions	3 cr
Psyc 472 Introduction to the Pharmacology of Psychoactive Drugs	3 cr

Global and Cultural Competence (6 cr):

Anth 327 Belief Systems	3 cr
Anth 427 Racial and Ethnic Relations	3 cr
Comm 335 Intercultural Communication	3 cr
FCS 411 Global Nutrition	3 cr
Hist 380 Disease and Culture: History of Western Medicine	3 cr
Jamm 340 Cultural Diversity and the Media	3 cr
Phil 367 Global Justice	3 cr
PolS 385 Political Psychology	3 cr
Soc 301 Introduction to Diversity and Stratification	3 cr
Soc 340 Social Change & Globalization	3 cr
Soc 344 Urban Sociology	3 cr

Biomedical Sciences (9 cr):

BE 425 Introduction to Biomedical Engineering	3 cr
Biol 314 Ecology and Population Biology	4 cr
Biol 324 Comparative Vertebrate Anatomy	4 cr
Biol 421 Advanced Evolution/Population Dynamics	3 cr
Biol 428 Microscopic Anatomy	4 cr
Biol 432 Immunology	3 cr
Biol 433 Pathogenic Microbiology	3 cr
Biol 444 Genomics	3 cr

Biol 447 Virology	3 cr
Biol 454 Biochemistry II	3 cr
Biol 461 Neurobiology	3 cr
Biol 474 Principles of Developmental Biology	3 cr
Biol 482 Protein Structure and Function	3 cr
Biol 487 Eukaryotic Molecular Genetics	3 cr
Chem 372 Organic Chemistry II	3 cr
FCS 361 Advanced Nutrition	3 cr
H&S 450 Critical Health Issues	3 cr
H&S 451 Psychosocial Determinants of Health	3 cr

Courses to total 120 credits for this degree

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- 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).

I. PLANNED STUDENT ENROLLMENT

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		50		55		60		65
B. Shifting enrollments		50		50		50		50
Total Enrollment	0	100	0	105	0	110	0	115

II. REVENUE

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments	\$258,116		\$283,928		\$309,739		\$335,551	
5. Student Fees								
6. Other (i.e., Gifts)								
Total Revenue	\$258,116	\$0	\$283,928	\$0	\$309,739	\$0	\$335,551	\$0

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

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE								
2. Faculty								
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel								
8. Fringe Benefits								
9. Other:								
Total Personnel and Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
	B. Operating Expenditures							
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
	C. Capital Outlay							
1. Library Resources								
2. Equipment								
Total Capital Outlay	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 2018</u>		<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>	
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilities								
Maintenance & Repairs								
Other Overhead	\$64,529		\$70,982		\$77,435		\$83,888	
Total Other Costs	<u>\$64,529</u>	<u>\$0</u>	<u>\$70,982</u>	<u>\$0</u>	<u>\$77,435</u>	<u>\$0</u>	<u>\$83,888</u>	<u>\$0</u>
TOTAL EXPENDITURES:	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Net Income (Deficit)	<u>\$258,116</u>	<u>\$0</u>	<u>\$283,928</u>	<u>\$0</u>	<u>\$309,739</u>	<u>\$0</u>	<u>\$335,551</u>	<u>\$0</u>

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

II.4	Tuition rate of \$2,581.16 per semester used.

Graduate Admission to the University

~~The University of Idaho offers 31 doctoral programs, 5 specialist programs, and 87 master's programs. Graduate students are able to pursue degrees full or part time.~~

Graduate programs are offered through one or more of the following locations: Moscow, the UI's Centers in Boise, Coeur d'Alene, or Idaho Falls, as well as Engineering Outreach or other distance learning opportunities. Please see www.uidaho.edu/admissions/graduate to determine where graduate programs are delivered.

More than 600 faculty members participate in teaching and research. In addition to the accreditation of some individual programs, the University is accredited by the Northwest Commission on Colleges and Universities.

Academic Requirements

Students who satisfy all criteria listed below will be considered for graduate admission to the University of Idaho:

1. Have a bachelor's degree from a regionally accredited U.S. college or university, or recognized international institution accredited by a regional accrediting association. If the degree is not from a recognized but not regionally accredited institution, the application will may be reviewed by the department and by the College of Graduate Studies.

Or

Have completed three years of undergraduate study in an international accredited institution which has a Memorandum of Understanding in place with the University of Idaho for a cooperative 3+2 program leading to a graduate degree. Cooperative 3+2 programs may have higher entrance requirements. (see [COGS](#) website for a list of 3+2 programs).

2. Have an undergraduate cumulative grade-point average of 3.00 or higher or an undergraduate grade-point average of 3.00 or higher for the last 60 semester credits (or 90 quarter credits),
3. Have maintained at least a 3.00 grade-point average in subsequent academic work if any, and
4. Have met any additional requirements set forth by the department or program which may be required. Please, review the graduate admissions website for specific departmental/program requirements at www.uidaho.edu/admissions/graduate.
5. Have been reviewed and recommended for acceptance by the academic unit administering the program in which the student seeks to enroll. For individual academic unit admission requirements, please refer to individual department sections of this catalog or consult the Graduate Admissions website at www.uidaho.edu/gradadmissions www.uidaho.edu/admissions/graduate.

The College of Graduate Studies requires all applicants to submit three letters of recommendation, a one to two page Statement of Career Objectives and a one to two page resume/curriculum vitae. Students planning to apply for work leading to a graduate degree should contact the academic unit in which they wish to major before submitting the application for graduate admission. All admission

recommendations are made at the academic unit level with final admission decision made by the College of Graduate Studies. Admission is granted only to a specific degree and program and initial admission is granted for a specific semester.

English Language Proficiency. UI requires all applicants whose primary language is not English to demonstrate proficiency in the English language. Because most applicants report the Test of English as a Foreign Language (TOEFL) score, UI bases its minimum English language proficiency requirements on the TOEFL. UI College of Graduate Studies requires a minimum TOEFL score of 550/79 (paper or internet based test). UI does not accept scores that are more than two years old. Equivalent measures of proficiency acceptable to UI include the MELAB (77) and the Cambridge IELTS (6.5). It is important to verify the departmental TOEFL score requirement as many departments require a score higher than indicated above. Exceptions to the minimum TOEFL requirement are made for (a) those from official English-speaking countries, (b) those who have earned a degree from another U.S. institution, or (c) have completed ALCP level 6.

Admission application files will be sent to the academic unit for review once all required documents have been received by the Graduate Admissions Office and the application fee has been paid. ~~Students currently enrolled in a college or university need to submit a current transcript that shows all work completed thus far.~~

Priority Deadlines and Application Fees

Domestic Applicants

Fall- February 1
Spring-September 1
Summer-February 1

International Applicants

Fall-February 1
Spring-September 1
Summer-February 1

Non-refundable application fee \$60.00

Non-refundable application fee \$~~7060.00~~

~~Priority consideration-By meeting the priority deadline, the student will receive full consideration for awarding College of Graduate Studies tuition waivers-will be given to applicants who meet the above deadlines.~~ Individual academic units may have earlier admission deadlines, especially for applicants seeking financial assistance or assistantships.

The academic unit will determine which terms they will admit students. Check the Graduate Admission Department Requirements website for applicable admission terms (www.uidaho.edu/admissions/graduate/graduate-programs).

~~Some academic units do not admit graduate students for the spring and summer terms.~~

Applications received after the above deadlines but before the official start of the semester for which the applicant is seeking entry will be accepted only if additional students can be accommodated.

Please consult the graduate admissions website at www.uidaho.edu/gradadmissions www.uidaho.edu/admissions/graduate for more information regarding academic departments' requirements and deadlines.

The Graduate Admissions Office is not authorized to release application information to anyone other than the applicant without written authorization. Please submit a Student Consent for Release Form (available on the admissions website) if you want someone specific to be given information regarding your admission status.

Deadline for International Application for Admission. To provide time for evaluation, for notice of admission status to reach the applicant, and for United States Immigration and Customs Enforcement (USICE) requirements to be met for issuance of a student visa, applications and credential should be received by the Graduate Admissions Office no later than the following dates: for Fall semester, May 1; for Spring semester, October 1; for summer session, March 15.

Graduate Record Examination:

The Graduate Record Examination (GRE) is not a College of Graduate Studies requirement, but is required by some academic units. Official copies of GRE results must come from the Educational Testing Service. In rare cases, if the examination is many years out of date, students may be able to provide unofficial results of the examination with their admission application to facilitate evaluation and acceptance. GRE scores are retained by the student's academic unit.

Transcripts and Application for Graduate Admission

Students wishing to enter the College of Graduate Studies must submit a University of Idaho application for admission, three letters of recommendation from professional/academic references, a statement of career objectives, a vitae/resume, and have official transcripts ~~sent directly from each institution attended~~ delivered to the Graduate Admissions Office. Transcripts become the property of the university and cannot be copied, returned, or forwarded.

~~The Test of English as a Foreign Language (TOEFL) is required for permanent residents and American citizens whose primary language is not English. Primary language is defined as native language or the official language used by the country of the applicants previous university level education.~~

Transcripts are required for the application review process. A copy of an official transcript (and its English translation if from a foreign institution) for every college and university that the applicant attended is acceptable for the application review process. Applicants may upload copies of official transcripts and translations via the online application. Uploaded transcripts must be legible. Please scan at 600 dpi resolution minimum. International applicants who have already earned a graduate degree from a regionally accredited U.S. institution and are seeking a graduate degree at Idaho will need to submit official transcripts from the graduate degree granting institution and unofficial copies of previous undergraduate work if completed outside the U.S. All transcripts sent to the Graduate Admissions Office as part of the application process become part of the official Graduate Admissions application file and cannot be returned or transferred.

Official Academic Credentials: Transcripts, mark sheets, grade reports, or examination results, along with degree certificates from all higher education institutions attended will be required. When sending official transcripts from schools located in non-English-speaking countries, each institution must submit both the English translation plus an original language record. Transcripts that are sent directly from the institution will be considered official. Transcripts should be sent directly from the institution (FedEx, UPS, or DHL) to the following address: University of Idaho Graduate Admissions Office, 205 Morrill Hall, University of Idaho, Moscow, ID 83844-3019. Transcripts sent through U.S. Mail should be sent to University of Idaho Graduate Admission Office, 875 Perimeter Drive MS3017, Moscow Idaho, 83844-

3017. Transcripts not sent directly from an institution or are hand delivered and are embossed and/or on official university letterhead and sealed in an envelope with a university stamp and/or a signature across the seal may be considered official. If transcripts are deemed unofficial, then official transcripts must be received before registration opens for subsequent terms or a registration hold will be placed on the students' registration. Any discrepancies later found between the student-provided / uploaded unofficial transcripts and official transcripts will be grounds for immediate dismissal. The College of Graduate Studies reserves the right to request a third-party, course-by-course, evaluation of transcripts at any time. The cost of the evaluation will be the responsibility of the student.

Acceptance to the College of Graduate Studies

When admitted to the College of Graduate Studies, a graduate applicant will be issued a letter of acceptance. Acceptance is granted for a specified term. If the applicant does not register for the term desired or admitted but wished to enroll in a future term, the applicant must submit a new application and fee to the Graduate Admissions Office. Transcripts and test scores for applicants who are admitted but do not enroll, applicants who are denied, or applicants who do not complete the admission process are retained for up to one year.

Graduate Admission Categories

Regular Enrollment. Regular enrollment for graduate study leading toward an advanced degree may be granted to a student who satisfies all of the following criteria: (1) has a bachelor's degree from a college or university accredited by a regionally accrediting association, (2) has an undergraduate cumulative grade-point average of 3.00 or higher or an undergraduate grade-point average of 3.00 or higher for the last 60 semester credits (or 90 quarter credits), (3) has maintained at least a 3.00 grade-point average in subsequent academic work if any, and (4) has been reviewed and recommended for acceptance by the department administering the program in which the student seeks to enroll.

Students who are part of a recognized 3+2 program will be considered to be regularly admitted when they have met the specific admission requirements of COGS and any enhanced requirements outlined by the department which is offering the 3+2 program.

Provisional Enrollment. A student who is not eligible for regular enrollment may be considered for provisional enrollment (on the master's level only) if the academic unit administering the program recommends it, and if at least two of the following conditions are met: (1) the student's undergraduate GPA shows steady improvement; (2) the student has taken post-baccalaureate undergraduate level course work with A and/or B grades; (3) the student has achieved the 75th percentile on the relevant GRE or equivalent exam; (4) the student has been out of school for five or more years and has been working for at least one year in the field of the proposed graduate major. The academic unit specifies conditions that the student must fulfill in order to be advanced to regular enrollment. Provisional enrollment may also be granted to a student who is otherwise eligible for regular enrollment but whose prospective academic unit specifies conditions that he or she must first meet (i.e. achievement of specific grades and/or completion of specific course work). International students who hold nonresident alien visas and students who are to be appointed to assistantships cannot be accepted in provisional enrollment.

The admissions office notifies the student that he/she has been accepted for provisional enrollment. In the letter of acceptance, the following general and specific terms governing the student's provisional enrollment are stated:

1. A student may not remain in provisional enrollment status for more than 12 consecutive calendar months (a shorter period may be specified). Nor may a student remain in this status after completing nine credits (a lower credit limitation may be specified).
2. A student will be advanced from provisional to regular enrollment provided he or she maintains a GPA of at least 3.00 each semester while in the provisional status (a higher GPA may be specified), fulfills the conditions, if any, that were specified at the time of initial enrollment, and receives no incompletes.
3. A student who does not meet the stated conditions for advancement to regular enrollment within the specified time and credit limitations cannot continue in the College of Graduate Studies or enroll in 500-level courses and is subject to normal disqualification and reinstatement procedures.

It is the student's responsibility to be in touch with the administrative unit regarding his or her progress toward meeting the conditions for advancement.

The conditions specified for a student's advancement to regular enrollment are established at the time of his or her acceptance and must not be changed (i.e., either strengthened or relaxed) thereafter.

Academic units need not require a student to make up ALL of his or her academic deficiencies while in provisional enrollment. Performance on a limited selection of them should suffice to demonstrate whether or not the student has the ability to do satisfactory graduate work. Remaining deficiencies, if any, can be made up after the student is in regular enrollment. The academic unit must be sure that any courses the student is required to take while in provisional enrollment will, in fact, be offered during that period.

Conditional Admission. Conditional admission may be granted to applicants who qualify academically, but who have not yet met UI's minimum English language proficiency requirement. In conditional admission status, students enroll in UI's American Language and Culture Program (ALCP) to achieve the academic units English language requirement prior to being granted full admission and commencing their degree programs. Please note that not all academic units grant conditional admission. International students in a 3+2 program are not eligible for conditional admission.

Concurrent Enrollment as an Option of Conditional Admission. Students enrolled in ALCP Level 5 or Level 6 may, in consultation with the coordinator of ALCP and the course instructor, obtain approval to enroll as non-degree students for up to 7 credits per semester of academic courses in addition to their full-time ALCP courses. Students whose proficiency levels later prove inadequate for success in the academic courses may be withdrawn at the discretion of the academic course instructor and the ALCP coordinator. Once students achieve the necessary language qualification and gain full admission to the university, they may apply the credits of academic courses completed while in conditional admission status toward UI degree programs (other university and College of Graduate Studies restrictions may apply).

Unclassified Enrollment. Unclassified enrollment is for students who do not wish to work for a graduate degree and is not to be used as a probationary category. Admission as an unclassified student does not guarantee subsequent transfer to a degree program. This enrollment category is not open to

international students who hold nonresident alien visas or to students who are to be appointed to assistantships. Students on Unclassified enrollment are not eligible for Title IV financial aid.

Non-degree Student. Refer to the "Non-Degree Admission Requirements" section above for a full description of this classification. Non-degree students are not admitted to the College of Graduate Studies. They may, however, take graduate courses with permission of the instructor and the Dean of the College of Graduate Studies provided that they have earned a baccalaureate degree from a regionally accredited institution with an overall 3.00 GPA. Non-degree students are not eligible for Title IV financial aid. If a non-degree student receives a grade of C, D, or F in a 500-level course, he/she loses the privilege of taking more 500-level courses.

Application Requirements for Graduate Academic Certificates. Students must complete the online application for a Graduate Level Academic certificate (\$30.00 application fee) and provide evidence of a completed bachelor's degree from a regionally accredited institution (unofficial transcripts will be accepted for graduate certificate applications) in a generally related area with an overall GPA of at least 3.0. Students who have below a 3.0 cumulative GPA on their undergraduate record and wish to enroll in a graduate certificate program are encouraged to apply and may be admitted based on departmental review. Certificate only students will be classified as certificate seeking at the graduate level and are not eligible for financial aid. International graduate certificate applicants must meet the University of Idaho language requirement. Due to the nature of this program, immigration regulations prohibit students requiring an F-1 or J-1 visa admission to this program. Current graduate degree seeking University of Idaho Students will be required to fill out a Change of Curriculum form adding the graduate certificate as an additional curriculum. Students should obtain the proper signatures from the department and return to the Office of the Registrar for processing. Current Undergraduate students wishing to earn a Graduate Academic Certificate must be eligible to participate in graduate level courses (minimum requirements — senior standing and a 3.0 UI overall GPA). If the course is not being used for the undergraduate degree the student should file a Course Level Adjustment form to reserve the course for the GR transcript (maximum of 12 credits may be reserved for the graduate transcript). Once the student earns their bachelor's degree they may apply as a graduate certificate seeking student and complete the certificate program.

Concurrent or Multiple Level Curricula for Graduate Students. A graduate student may simultaneously enroll in an undergraduate, graduate or law program. The ~~"Course Level Adjustment" form~~ "[Credit Reservation Form](#)" indicating course use (graduate, undergraduate or law) is available and must be filed each semester or session ~~by the 10th day of classes~~. Please note that students seeking a degree at more than one level will need to officially apply for admission at the appropriate level. Placing courses from the undergraduate level to the graduate level or graduate level to the undergraduate level, when no degree is sought, does not require admission to the level where the course will be placed. Student fees for the courses are determined by the student's primary level; however, an undergraduate ~~will~~ [may](#) be charged graduate fees for any courses placed on the graduate transcript.

Seniors in 500-Level Courses. A senior who has a cumulative grade-point average of 3.00 or higher may enroll in 500-level courses. The course(s) may be placed on either the undergraduate or the graduate transcript but will automatically be placed on the undergraduate transcript unless the student completes a ~~"Course Level Adjustment" form~~ "[Credit Reservation Form](#)" indicating the appropriate transcript placement for the course. The placing of courses on a graduate transcript does not admit or guarantee subsequent admission of such students to the Graduate College. The ~~deadline for filing student must submit~~ the ~~"Course Level Adjustment" form~~ [Credit Reservation Form to the College of](#)

Graduate Studies Office before the last day of the semester in which the Bachelor's Degree is earned. Once a student graduates with their undergraduate degree, courses will not be moved to a graduate level transcript is the tenth day of the class for that semester or session. All Students may be assessed graduate fees for courses placed on a graduate transcript, regardless of the course level, will be assessed graduate fees.

Returning Students. A graduate student who has completed one degree and wishes to enroll in further courses must file a "Change of Curriculum" form with the Graduate Studies Office. A returning graduate student who has not enrolled within two years of the term in which he or she wishes to register must file an Application for Readmission with the Graduate Admissions Office (see B-1). Readmission must be approved by the department in whose degree program the returning graduate student wishes to enroll. If the department denies the readmission, the student will be moved automatically into Unclassified enrollment status.

Graduate Admission of Additional Information for International Students

The College of Graduate Studies welcomes applications from qualified students from other countries. International applicants are expected to have qualifications equivalent to those required of other graduate students.

- Prospective international students must have the equivalent of a U.S. Bachelor's Degree from a recognized and approved institution. Usually this is a minimum of four years of study beyond grade 12 or equivalent. Students from EHEA (Bologna Accord) or other international institutions awarding three-year Bachelor's Degrees will be reviewed and may be admitted if accepted by the academic program. Not all three-year degrees are equivalent to a U.S. Bachelor's Degree. Please, visit the graduate admissions website prior to application to determine if your three-year degree is acceptable.

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- Copy of Passport or National Identity Card. The applicant should submit a clear and readable copy of their passport, or national identity card if no passport has been issued, or if currently in the U.S., a copy of the applicant's visa.

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Credentials. Official transcripts and/or certified copies of the certificate, diploma, or government examination report received on completion of any college or university course work must be delivered directly to the Graduate Admissions Office in a sealed envelope. The credentials must be originals obtained from the certifying agency. The credentials must be translated into English if written in a foreign language.

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- **Financial Verification:** The student may submit application materials without financial verification. However, if the department is recommending the student for admission into the graduate program, the student will be required to submit a completed "Certificate of Financial Responsibility" before the student will be issued an I-20. Please, see www.uidaho.edu/admissions/graduate/graduate-admissions-forms for financial responsibility forms.

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English Language Proficiency. UI requires all applicants whose primary language is not English to demonstrate proficiency in the English language. Because most applicants report the Test of English as a Foreign Language (TOEFL) score, UI bases its minimum English language proficiency requirements on the

TOEFL. UI College of Graduate Studies requires a minimum TOEFL score of 550/79 (paper or internet based test). Equivalent measures of proficiency acceptable to UI include the MELAB (77), the Cambridge IELTS (6.5). It is important to verify the departmental TOEFL score requirement as many departments require a score higher than indicated above. Exceptions to the minimum TOEFL requirement are made for (a) those from official English speaking countries, (b) those who have earned a degree from either a U.S. institution, or (c) based on the judgment of the Graduate Admissions Office, those who have earned at least 12 credits, with a grade C or better, in university-level English courses from a U.S. institution. UI does not accept scores that are more than two years old.

Enrollment Requirements. In order to pursue a degree, international students must be authorized in their current visa status. Immigration regulations require that international students holding F-1 or J-1 student visas be certified as full-time students during the academic year. F-1 graduate students are required to be enrolled in 9 credit hours and are allowed to take up to 3 credits of on-line coursework towards this requirement. J-1 visa holders are also required to enroll in 9 credit hours, but are not allowed to take online classes toward the 9-credit requirement. Other visa categories may be eligible to study in the U.S. Students who do not hold an F-1 or J-1 student status should contact the International Programs Office for rules governing enrollment while in the U.S.

Financial Statement. As required by the U.S. Immigration and Customs Enforcement (USICE), all international students who hold or intend to hold nonresident alien visas must present to the Graduate Admissions Office satisfactory statements of finances and adequate proof of financial responsibility or sponsorship to cover all financial obligations while attending the University of Idaho.

Health and Accident Insurance. Supplemental health and accident insurance is mandatory for international students who hold nonresident alien visas and all accompanying dependents. Students must purchase and maintain the UI health insurance (SHIP) policy or document coverage of an equivalent policy with the International Programs Office before they are allowed to register or attend classes. Failure to obtain and maintain the required insurance may subject students to sanctions, up to and including disenrollment. See information on insurance in the Student Services section.

Status. In order to pursue a degree, international students must be authorized in their current visa status. Immigration regulations require that international students holding F-1 or J-1 student visas be certified as full-time students during the academic year. F-1 graduate students are required to be enrolled in 9 credit hours and are allowed to take up to 3 credits of on-line coursework towards this requirement. J-1 visa holders are also required to enroll in 9 credit hours, but are not allowed to take online classes toward the 9-credit requirement. Other visa categories may be eligible to study in the U.S. Students who do not hold an F-1 or J-1 student status should contact the International Programs Office for rules governing enrollment while in the U.S.

Deadline for Application for Admission. To provide time for evaluation, for notice of admission status to reach the applicant, and for USICE requirements to be met for issuance of a student visa, applications and credentials should be received by the Graduate Admissions Office no later than the following dates: for fall semester, May 1; for spring semester, October 1; for summer session, March 15. (Please note: The priority application deadlines are February 1 for fall semester and summer sessions and September 1 for spring semester. Applicants who meet the priority deadline will be given early consideration for College of Graduate Studies and departmental tuition support.)

International Student Advisors. The international student advisors (ISAs) are involved with an international student's progress at every stage of the educational process. Once a student has been admitted, the ISAs provide general information about cultural adjustment and the educational system, as well as specific details about other matters. Community contacts may be arranged, if requested. All matters pertaining to a student's non-immigrant status with Department of Homeland Security (DHS) are handled through the International Programs Office. A mandatory orientation before registration provides new students with assistance on initial questions. After this orientation, students are invited to visit the ISAs at any time with questions or concerns relating to immigration matters, education, finances, and cultural adjustment. The ISAs also serve as official liaisons between students and their consular offices or sponsoring agencies.

International Graduate Ambassador Program. The International Ambassador Program assists prospective international graduate students in learning about the University of Idaho community and culture by connecting them with current international graduate students from their home country. Ambassadors may also serve as a liaison between graduate programs and prospective international students by aiding the communication process associated with recruiting international students. The International Graduate Ambassador Program is housed within the College of Graduate Studies under the direction of the Graduate Recruitment Coordinator. Please, email uigradstudies@uidaho.edu for additional information on the International Graduate Ambassador Program.

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #11

**3:30 p.m. - Tuesday, November 8, 2016
Brink Hall Faculty-Staff Lounge & Skype for Business**

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #10, October 25, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- FS-17-016 – APM 30.11 Data Classification (Ewart)(FYI)
- FS-17-017 – APM 45.24 Prize Competitions (Inge)(FYI)
- FS-17-018 – APM 45.25 Human Trafficking (Inge)(FYI)

VI. Committee Reports.

- [University Budget & Finance Committee](#) (Hrdlicka)
- **University Curriculum Committee** (Chermak/Hubbard)(vote)
 - **FS-17-012** (UCC-17-008) – Fall 2017-Spring 2018 Final Exam Schedule
 - **FS-17-013** (UCC-17-007a) – I. Alternative Credits
 - **FS-17-014** (UCC-17-007b) – J-2. Residency
 - **FS-17-015** (UCC-17-007c) – J-5. Credit Limitations

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #10
FS-17-012 through 018

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #10, Tuesday, October 25, 2016

Present: Anderson (Mike), Anderson (Miranda), Barbour, Boschetti, Brandt, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Donohoe, Foster, Godfrey (Coeur d'Alene), Hrdlicka, Markuson, Morrison, Nicotra, Payant, Pregitzer, Sixtos, Stegner, Vella, Wiencek (w/o vote), Wolf. **Absent:** Adekanmbi, Brewick, Fisher, Folwell, Hiromoto (Idaho Falls), Panttaja **Guests:** 7

The Chair called meeting #10 to order at 3:30. A motion (Anderson/Donohoe) to approve the minutes for the October 18th meeting passed without objection.

Chair's Report: Chair Brandt presented a resolution to rename the Brink Faculty/Staff Lounge to the Paul J. Joyce Faculty-Staff Lounge. This proposal has been discussed informally with a variety of people including those who were most involved in the effort to remodel the Brink Lounge. Also, the Staff Council has offered their support for such a change. A Senator suggested adding to the resolution that Professor Joyce was a University Distinguished Professor. A motion (Foster/Nicotra) to approve the resolution as amended passed unanimously.

Resolution: That the Brink Hall Faculty-Staff Lounge be renamed the Paul J. Joyce Faculty and Staff Lounge.

This resolution has been suggested by a number of different people since Dean Joyce's untimely death last spring. Dean Joyce was instrumental in securing the remodel of the Brink Hall Lounge. Together with others including Professors Kenton Bird (who was chair of Faculty Senate at the time) and Holly Wichman, he was instrumental in ensuring that the lounge would be a comfortable place for faculty and staff committees and a place where faculty senate and staff council could meet and communicate with colleagues across the state.

Dean Joyce's service to the University of Idaho was extensive. He was an accomplished researcher and a respected teacher and became a University Distinguished Professor. He served as the Director of the Graduate Program in Bioinformatics and Computational Biology and as Interim Dean and Dean of the College of Science. He was passionate about the University and was active in faculty governance serving on many committees in the College of Science and many University level committees. He was Vice Chair of Faculty Senate during 2010-11 and Chair during 2011-12.

After passing the resolution a Senator noted that Professor Joyce had hoped that the Brink Lounge would be a friendly place for faculty to congregate. He felt that one of the reasons this has not happened is because of the lack of items like a coffee bar and a refrigerator. He expressed the hope that at some point we could make the area into a real faculty lounge. Chair Brandt responded that Senate Leadership had also received suggestions that we reconsider the rooms usage since it wasn't currently possible (with the exception of Senate and Staff Council meetings) to reserve the room. She stated that this resolution was to rename the lounge and we would have broader discussions over any potential change in how the room was being used at a later date.

Chair Brandt commented on the composition of the new created Planning and Effectiveness Committee. There are currently two faculty representatives on the committee (Jodie Nicotra, Liz Brandt). Senate Leadership will be sending a request to the President to expand the committee with the intent of adding a faculty member with a science background. She emphasized the importance of this committee and asked Senators to send suggestions to her as to who might be desirable to add if President Staben

agrees to expand the committee. Vice Chair Hrdlicka added that the person doesn't need to be from the College of Science, but might also be from engineering, natural resources or agriculture.

Chair Brandt noted that we will also be seeking faculty to serve on two other workgroups. One workgroup will be looking at institutional efficiency (particularly what should be centralized) and the other will focus on how to structure institutional incentives. She expressed a desire to create a list of possible faculty to serve on these committees that would be more representative than the list that the Senate Leadership might come up with. A Senator asked Chair Brandt to send out an email explaining what these various committees and workgroups will be doing.

Provost's Report: Provost Wiencek encouraged Senate Leadership to provide feedback to the President as to the size and composition of the Planning and Effectiveness Committee. The Provost noted that the President wanted this committee to be small enough to be decisive and agile, but also wanted the committee to be representative of the university as a whole. Provost Wiencek stated that he had been busy this week meeting with advisory boards and felt these meetings had been helpful. A Senator asked about enrollment and wondered where he might find the numbers upon which the press release was based. The Provost stated that the Board should have the numbers, but the university had not yet posted the numbers.

Ombuds' Annual Report. Chair Brandt introduced Barbara Beatty to present the 2015-2016 Ombuds' Annual Report. Ms. Beatty noted that she is the 7th UI Ombuds and the 2nd fulltime Ombuds. She briefly discussed her role as an Ombuds and emphasized that an Ombuds operates on the tenets of confidentiality, impartiality, informality and independence. She seeks to create a safe place for people to come talk about any workplace problems. Her office is open to faculty, staff and students. As an Ombuds, she does not keep any identifying statistics about the cases that come to her. Except for "imminent harm to self or others" she is not required to report on issues. She stressed that she doesn't take sides, but is an advocate for fair process. She also does mediations and facilitated conversations, as well as training sessions on conflict resolution.

Ms. Beatty described this year as one of transition to a new Ombuds. Even though it looks like the number of cases dropped this year, that seemed to be related to the transition as well as a difference in the way that the previous Ombuds reported cases. As in previous years, the highest percentage of cases (31%) came from classified staff. Tenure track faculty (22%) constituted the second largest group that used the Ombuds Office. The report also contains other information on the nature of the problems brought to her office and the type of actions she took. Ms. Beatty briefly discussed how to determine the effectiveness of the Ombuds Office. She provides a form to all individuals who visit the office and they return the form to the President's Office. A different feedback form is given to groups that have received training from the Ombuds. These forms are also anonymously filled out and returned to the President's Office. One Senator commented that he was very impressed with the report and thought it was very well done. Ms. Beatty thanked James Fazio (UI Ombuds 2006-2009) for creating the template that she followed for this report. She also expressed her delight in being at the UI and hoped that those who have a need would visit the Ombuds Office. There being no further questions Chair Brandt thanked the Ombuds for her report.

Marketing and Communications. Chair Brandt invited Stefany Bales (Director of Marketing and Communications) to report on a statewide opinion poll conducted last spring by her office. The poll was conducted by telephone of 500 randomly selected Idaho residents and sought to determine how Idaho citizens regarded the universities in our state and region. She felt that the poll showed that the UI is highly regarded in the state, although she acknowledged that our geography does affect us. One interesting result was that the UI is most highly regarded by those in the Spokane and Twin Falls TV

markets. The university is also viewed most favorably by those with the most education. For those who would recommend the UI, the most often mentioned reason was having attended (or had a family member attend) the UI, and the second most often reason was availability of good academic programs. In contrast, the most often mentioned reason for those recommending BSU was the same as for UI, but the second most mentioned reason was that it was close to home. This is one of the reasons why Ms. Bales felt the UI had a geography problem.

Other highlights of the poll show that respondents thought the UI was most known for its Law, Agriculture and Engineering programs; while BSU was most known for its Business and Athletic programs. Overall, Director Bales found the poll to be encouraging and provided a sound basis from which to prepare our marketing strategies. For instance, the UI does better among the sub-group of those who are thinking about attending a university. The discussion among the Senators pointed out some of the ambiguities in the poll that suggested that the public didn't have a real clear notion of academic quality. A Senator noted that perhaps what we should learn from the poll is that the university needs to do a better job of advertising our academic strengths.

Director Bales stated that the poll did allow them to test what types of messages resonated most with those families who are contemplating where to go to college. The four themes which seemed most important are:

- academic programs that allow students to get well-paying jobs
- campus safety
- affordability
- high quality faculty reputation

She suggested that these are the things the UI should emphasize when talking to people interested in going to college. A Senator reflected that what the poll shows is that most members of the public have little factual basis for the judgments they make about regional colleges. Ms. Bales responded that the strategy would be to emphasize certain messages and then go back and poll again to see if the messaging has helped shape public opinion.

The Provost commented that there are things in the poll that should inform our activities, but there are many elements of our mission that are very important although unseen by many in the state. He doesn't believe a poll about public perceptions should be driving our strategic plan, which is about achieving our mission. The discussion in the Senate wandered into observations about the role of education in enlightening one's life, as opposed to gaining skills to obtain a job. Ms. Bales noted that the poll didn't really get at the question of "broadening experiences" as opposed to getting a good job. She thought it would be a good question to ask. A final question wondered if geography was part of our problem, should we consider moving some of our programs to the Boise area? The Provost noted that the Board has defined areas of responsibility for each institution that limited our ability to move some programs. Every state institution has a niche, and within those niches we could consider expanding some of our programs into the Boise region.

Adjournment: Chair Brandt thanked Ms. Bales for the good discussion and entertained a motion (Wolf/Chung) to adjourn. The motion passed unanimously at 4:58.

Respectfully submitted,

Don Crowley, Faculty Secretary &
Secretary to the Faculty Senate



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: APM 30.### UI Data Classification and Standards Policy (New policy)

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): Mary George, Mitch Parks 5/19/16
 (Please see FSH 1460 C) Name Date
Telephone & Email: maryg@uidaho.edu, mitch@uidaho.edu
5-5222 5-2522

Policy Sponsor: (If different than originator.) Dan Ewart 5/19/16
 Name Date
Telephone & Email: dewart@uidaho.edu, 5-2271

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 policy establishes the responsibility of university data users to protect the data they have access to and the levels of protection required based upon the type of data being accessed.

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

This policy should reduce the risk and exposure to the university by unsecured or unprotected data. Reduction in risk correlates to reduction in costs due to fines, administrative costs, and litigated costs in the event of a data security breach.

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

APM 30.13 – Network device standards addresses system and physical device security from which data security is inferred. This new policy addresses the security needed for the data, which is the ultimate goal, from which will infer the security needed on physical devices depending on the types of data that they access. APM 30.13 should stay in place until it can be revised or deleted after all topics in it have been reviewed and addressed elsewhere.

- 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: _____ <i>[Office Use Only]</i>
--

<i>APM</i> F&A Appr.: _____ <i>[Office Use Only]</i>
--

<i>FSH</i> Appr. _____ FC _____ GFM _____ Pres./Prov. _____ <i>[Office Use Only]</i>

Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ <i>(Office Use Only)</i>

APM 30.11 - University Data Classification and Standards

Created June 1, 2016

Preamble. Data and information are important assets of the university and must be protected from loss of integrity, confidentiality, or availability in compliance with university policy and standards, Board of Regents policy, applicable contracts, and state and federal laws and regulations. This sets forth the responsibility of users to classify and apply appropriate protections for university data and the systems on which store or process data.

A. Definitions.

A-1. Data Owner: The senior university college/division/departmental executive with direct responsibility for all access and use of designated types of data. Use of this term, in connection with this policy shall not affect university claims or rights of ownership of data or ownership of third party data in the possession of the university. For example, research data produced by the university is owned by the university under current policy, FSH 5700, but the Vice President for Research and Economic Development would be considered the Data Owner for the terms of this policy, APM 30.11.

A-2. Data Steward: The documented employee with expertise in a data area, who is responsible to the Data Owner to ensure appropriate access controls and protections are applied to maintain compliance. The Data Steward coordinates with the Data Owner and University's Information Security Office on data categorization and determining proper responses to security incidents involving the data with which they are entrusted.

A-3. Operator: Any individual tasked with handling or processing data for the university. This includes contracted vendors or affiliates accessing university data resources on behalf of the Data Owner.

A-4. Data Security Standards: The minimum set of technical and administrative controls required to protect a category of data and meet the objectives of confidentiality, integrity and availability. Supplemental requirements may be published by ITS in cooperation with Data Owners, or defined by other university policies to meet security objectives including compliance requirements.

A-5. System: A discrete set of resources assembled to store, process, maintain, share, or dispose of data. This includes, but is not limited to, any endpoint devices (desktops, laptops, smart phones, tablets) as well as servers, networks, or third party and cloud services.

B. Policy.

B-1. General. Data and information systems must be classified according to the risks associated with data being stored, accessed, or processed. Data with the highest risk needs the greatest level of protection; data with lower risk requires proportionately less protection. Consistent with Federal Information Processing Standards (FIPS) Publication 199, university data is classified based on the impact to individuals or the university if the security of that data was

breached. Data Owners may designate a higher general risk level for a particular data set or establish supplemental standards to the baseline for the risk category.

B-2. Categories.

- (a) Low Risk. The potential effect of loss of confidentiality, integrity, or availability could be expected to have only a limited adverse effect on the university operations, individuals, or assets. Example: published public information including press releases, directory information, or research data not otherwise confidential or regulated.
- (b) Moderate Risk. The potential effect of loss of confidentiality, integrity, or availability could be expected to have a serious adverse effect on university operations, individuals, or assets. Example: FERPA
- (c) High Risk. The potential effect on loss of confidentiality, integrity, or availability could be expected to have a severe or catastrophic adverse effect on university operations, individuals, or assets. Example: private information that must be protected by law or industry regulation (HIPAA ePHI, Social Security Numbers, driver's license numbers, bank or credit account numbers).

B-3. Data Security Standards. Data, accounts, and systems must be classified according to the highest risk data that they process. All users and systems accessing university technology resources must meet or exceed required standards based upon the highest data classification stored or accessed by that system. The ITS Information Security Office shall publish, and at least annually review, data security standards with appropriate advisory groups and approved by the Chief Information Officer (CIO).

- (a) Published standards shall include, but not be limited to:
 - (1) Minimum Security Standards (formerly Network Computing Device Standards) which must be met for all systems utilizing the university network or processing data on behalf of the university and classified as low risk.
 - (2) Moderate Risk Standards which must be met for all systems categorized as moderate risk.
 - (3) High Risk Standards which must be met for all systems categorized as high risk.
 - (4) Supplemental standards or references required to meet compliance, contractual, or other policy or industry regulation requirements (e.g., current Payment Card Industry Data Security Standards (PCI-DSS)).
 - (5) Requirements as outlined in the National Institute of Standards and Technology (NIST) Special Publication 800-171, or its current revision.
- (b) Unless otherwise specified or required, changes to published standards shall be effective 90 days from date of publication after approval by the CIO. Where possible, additional notice will be given for significant changes to standards.

B-4. Compliance. Systems or users known to be out of compliance with this policy and published standards will be subject to removal of access from university technology resources or data. Where appropriate, ITS will inform the proper internal authority, including the Data Steward, Office of Risk

Management, or Office of Research Assurances, as applicable, of the non-compliance. The applicable internal authority will initiate disciplinary action for non-compliance, where appropriate.

B-5. Reporting Incidents. In the event of a suspected incident or event, including non-compliance with this policy involving any university technology resources which has the potential to adversely affect the university, immediate notification of the incident must be sent to the following:

- ITS Security Office (security@uidaho.edu)
- The Data Steward (if known)

After the incident has been reported, it shall be investigated and escalated in accordance with the university's Technology Security Incident Response Plan.

C. Scope. This policy applies to all university faculty, staff, students, and affiliates accessing, storing, and processing university data or using university systems or technology resources.

D. Exceptions. Requests for exceptions in all or part of this policy may be submitted in writing to the Information Security Officer who will assess the risk and make a recommendation to the appropriate Data Steward and/or the Chief Information Officer for review or possible approval. Any exceptions must be reviewed at least annually.

E. Contact Information. The ITS Information Security Office (its-security@uidaho.edu) can assist with questions regarding this policy and related standards.

F. References.

FIPS Publication 199

NIST SP800-171

NIST SP800-53rev.4

UI - [FSH 5300](#) - Copyrights, Protectable Discoveries and Other Intellectual Property Rights

UI - [FSH 5700](#) – Research Data

UI - [APM 45.19](#) - Export Controls, U.S.

UI - [APM 45.22](#) – Eligibility, Competency and Effort Requirements for Principal Investigators, Co-Principal Investigators, and/or Project Directors

UI – APM [65.02](#) and [65.06](#)



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: **APM 45.24 Procedure for University Participation in Prize Competitions**

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): _____ **John K. McIver** _____ **5.1.2016**
(Please see FSH 1460 C) Name Date
Telephone & Email: **5-6689** **vpresearch@uidaho.edu**

Policy Sponsor: (If different than originator.) _____
Name Date
Telephone & Email: _____

Reviewed by General Counsel Yes No Name & Date: Casey Inge 5.1.2016

- 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.
Establishes procedure for approval of participation by University employees, and others, in prize competitions that use University resources, contractually bind the University, or may impair the ability of an employee to perform his or her employment responsibilities. This procedure also identifies the process for any potential distribution of prize competition benefits to individuals employed by the University.
- 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.
Clarifies that prize competition funds are not "revenue" subject to distribution in accordance with FSH 5300.
- 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]

45.24 -Procedure for University Participation in Prize Competitions

Created June 1, 2016

PREAMBLE: This procedure is intended to address the legal and administrative concerns of the university associated with participation by university employees in prize competitions.

CONTENTS:

- A. Definitions
- B. Procedure
- C. Contact Information

A. DEFINITIONS.

A-1. Prize Competition. Any competition or challenge, whether sponsored by state or federal government or private parties, in which a prize is offered as an inducement or incentive to encourage participants in the competition to achieve a particular goal.¹ For purposes of this policy, exemplar prizes, *i.e.* prizes that are given in recognition for past general achievement in a particular field, are excluded from the definition of “prize competition.” Exemplar prizes include, for example, the Nobel Prizes and the MacArthur Fellows Program awards.

A-2. Covered Individual. Any individual subject to the requirements and limitations of this policy, including but not limited to, university employees, emeritus faculty members, visiting faculty and researchers.

A-3. Covered Activity. Participation by Covered Individuals in a Prize Competition that:

- Contractually binds the University to participation under the terms and conditions of the contest; or
- Requires or makes use of the resources of the University, other than those available to the general public; or
- Requires the licensing or assignment of intellectual property owned by or subject to a claim of ownership by the University under the Board of Regents of the University of Idaho intellectual property policies (SBOE Section V, subsection M (https://boardofed.idaho.gov/policies/v_policy.asp) and FSH 5300 and FSH 5400); or
- May impair the ability of university employees to successfully perform their employment responsibilities or university investigators to satisfy their commitments of effort to university sponsored research activity; or
- Through participation by a Covered Individual as an agent of a third party, usurps an opportunity that the University has the capacity to undertake, that is consistent with the mission of the University, and that may be of practical advantage to the University.

B. PROCEDURE.

B-1. General. The University of Idaho recognizes that Prize Competitions are a viable method for a competition sponsor to motivate, inspire, and guide: the development of solutions to a particular

¹ OMB Memorandum M-10-11, Guidance on the Use of Challenges and Prizes to Promote Open Government, March 8, 2010.

problem; the identification and promotion of a broad range of promising ideas and practices that might not otherwise attract attention; the strengthening of problem-solving communities; the adoption and enhancement of new skills by competitors; or the stimulation of a new market in order to address market failure. Because these goals are, by and large, consistent with the mission of the University and because the federal government has encouraged the use of Prize Competitions by federal agencies as vehicles to achieve these goals, the University establishes this procedure for participation in Prize Competition by Covered Individuals, while also addressing the legal and administrative concerns of the University.

B-2. Approval of University Participation in Prize Competitions. No Covered Individual may engage in a Covered Activity on behalf of the University without the approval of the Vice President for Research and Economic Development (VPRED), or his or her designee, and of the cognizant dean or deans. Entry into and participation in Prize Competitions that qualify as Covered Activities shall be in the name of the University of Idaho. Authority to enter a Prize Competition on behalf of the University lies with the VPRED, or his or her designee.

Covered individuals shall propose participation by the University in a Covered Activity and may obtain the necessary approval for participation in such activities through the electronic research administration system maintained by the Office of Sponsored Programs. As part of any such proposal, and prior to any entry into and/or participation in a Prize Competition, the Covered Individual shall supply, at minimum:

- a budget identifying the anticipated cost of participation by the University in the Prize Competition;
- identification of the effort to be expended in participation by Covered Individuals who are faculty members also engaged in sponsored research;
- a brief summary of any compliance obligations to be assumed by the University in connection with its participation in the Prize Competition;
- a brief summary of the university intellectual property to be used by the Covered Individual in the Prize Competition, of any intellectual property that may reasonably be anticipated to be authored or invented by the Covered Individual during participation in the Prize Competition, and any obligations with respect to the disposition of such intellectual property under the terms and conditions of the Prize Competition; and
- the terms and conditions associated with the Prize Competition and any other requirements for participation in the Prize Competition.

B-3. Participation by Covered Individuals as Private Individuals. Participation by a Covered Individual, in his or her capacity as a private individual, in a Prize Competition that falls within the definition of a Covered Activity shall be subject to, as appropriate, review and approval under the university consulting and conflict of interest and commitment policies. FSH 3260 and FSH 6240.

No Covered Individual acting in his or her capacity as a private individual may make use of university resources not openly available to the public, without and prior to the execution of a written agreement in which the University expressly approves the use of such resources. University resources not openly available to the public include, but are not limited to: university intellectual property and data, and university offices, laboratories, and equipment.

B-4. Sanctions. Failure to obtain review and approval required under this procedure for participation by a Covered Individual in a Prize Competition shall be considered a violation of university policy and regulations and may result in university sanctions or actions such as, but not limited to, the following:

- a. undertaking disciplinary action, up to and including suspension and dismissal;
- b. requiring repayment of all financial benefits resulting from such violation;
- c. freezing research funds or accounts;
- d. rescinding contracts entered in violation of this policy, federal law, or state law;
- e. bringing legal action to recover the amount of financial benefit received by an employee as a result of the employee's violation of this procedure or a related university policy or procedure.

The remedies provided and referenced herein are cumulative and shall be deemed to include any other remedies required or provided by applicable state or federal law.

B-5. Distribution of Prizes. Any monetary or non-monetary prize awarded for participation by a Covered Individual in a Covered Activity shall be the property of the University of Idaho. With respect to prizes awarded for participation by Covered Individuals in a Covered Activity approved by the VPRED, the University may, at its discretion, allot a portion of any monetary prizes for the participating Covered Individual(s), which allotment shall be subject to the approval of the Board of Regents of the University of Idaho. Such allotment, as among participating Covered Individuals, shall generally be made in accordance with the contribution of the participating Covered Individuals. Prior to any such allotment, the University shall deduct direct and indirect costs associated with the participation of the University in the Covered Activity. The indirect cost rate shall be the full indirect cost recovery rate, or facilities and administrative rate, proposed to the federal government at the last rate negotiation. Any remaining funds shall be distributed to support the program or programs of the participating Covered Individual(s) through the dean(s) of their College(s.)

This allocation and distribution procedure shall not apply to monetary prizes awarded at other than the final stage of a Prize Competition. All such monetary prizes shall be used for participation by the Covered Individuals in the final stage of the Competition.

C. Contact Information. For further information regarding this policy, you may contact the Office of Research and Economic Development at vpresearch@uidaho.edu or (208) 885-6689.



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: APM 45.25 Combating Trafficking in Persons

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): Casey Inge 7.28.2016
 (Please see FSH 1460 C) Name Date
Telephone & Email: 208-364-4584 casey.inge@gmail.com

Policy Sponsor: (If different than originator.) Arch Harner 7.28.2016
 Name Date
Telephone & Email: 208-885-2142 aharner@uidaho.edu

Reviewed by General Counsel Yes No Name & Date: Casey Inge 7.28.2016

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.

Policy intended to ensure compliance with federal laws and regulations regarding combating trafficking in persons by recipients of federal research funding.

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.

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 July 31, 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)

APM 45.25 - Combating Trafficking in Persons

Created July 27, 2016

Preamble: *This document sets forth the policy governing University of Idaho activities in relation to U.S. human trafficking laws and the federal regulations which implement those laws.*

A. Policy. The University of Idaho supports and is committed to compliance with federal laws and regulations intended to combat trafficking in persons by recipients of federal grants and contracts, or their employees, subcontractors, or agents, including but not limited to: the Trafficking Victims Protection Act, §§22 U.S.C. 1701 *et seq.*; Federal Acquisition Regulations 48 C.F.R. § 52.222-50; and Defense Federal Acquisition Regulations, 48 C.F.R. § 252.22-7007; and Uniform Guidance, 2 C.F.R §§175.5 *et seq.*. No university employees, subcontractors, or agents working under federally funded grants, cooperative agreements, or contracts shall engage in or support prostitution, sex trafficking, forced labor, or similar acts prohibited by federal law or regulation.

B. Procedures. The University Office of Research Assurances shall assist Principal Investigators (PIs), other university employees, subcontractors, and agents in ascertaining and understanding applicable federal statutes and regulations for combating trafficking in human persons. The Office of Research Assurances shall be responsible for establishing procedures for implementing this policy and applicable federal statutes and regulations. Primary compliance responsibility in the conduct of research rests with the employee or subcontractor based on the guidance and assistance from the Office of Research Assurances, and as needed, the Office of General Counsel.

C. Review of Policies and Procedures. The Office of Research Assurances shall annually review this policy and the processes and all related procedures, recommending updates as necessary to comply with changes in federal human trafficking laws and/or their implementing regulations. Any changes to this policy shall be reviewed and approved by the Vice President for Research and Economic Development the Office of the General Counsel, and shall be available from the Office of Research Assurances.

D. Sanctions. The University may impose appropriate sanctions against employees or agents for violations of this policy. Such sanctions may include, but are not limited to, removal from the contract, reduction in benefits, or termination of employment, along with any other actions the University deems appropriate given the circumstances.

E. Reporting of Violations and Protection of Whistleblowers.

E-1. Reporting. It is the responsibility of all employees, subcontractors, and subcontractor employees to report any suspected violations of this policy and/or federal laws and regulations on combating trafficking in persons. Within the University, reports of violations subject to this policy may be made to the Vice President for Research and Economic Development, the Director of the Office of Research Assurances, the Director of Internal Audit, or through the University Hotline at 800-775-1056 (See FSH 3290).

E-2. Protection of Whistleblowers. The University will not engage in retaliatory conduct, as defined in FSH 3810, against an employee as a reprisal for reporting, in good faith, a human trafficking violation that was committed by any person subject to this policy. (See FSH 3810).

F. Contact Information:

Office of the Vice President for Research and Economic Development

Phone: (208) 885-6689

Office of Research Assurances

Phone: (208) 885-6162

Email: ored-export@uidaho.edu

Office of Internal Audit

Phone: (208) 885-2133

Email: white@uidaho.edu

University Hotline

(800) 775-1056.

Fall Final Examination Schedule December 11-15, 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.**

First Regular Class Meeting Day of the Week	Class Start Time	Final Exam Day	Final Exam Time	
			From	To
Monday	7:30 AM	Tuesday	7:30 AM	9:30 AM
Monday	8:30 AM	Wednesday	7:30 AM	9:30 AM
Monday	9:30 AM	Thursday	7:30 AM	9:30 AM
Monday	10:30 AM	Friday	10:00 AM	12:00 PM
Monday	11:30 AM	Monday	10:00 AM	12:00 PM
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	3:00 PM	5:00 PM
Monday	3:30 PM	Wednesday	3:00 PM	5:00 PM
Monday	4:30 PM	Monday	3:00 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	3:00 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	3:00 PM	5:00 PM
Wednesday	4:30 PM	Thursday	3:00 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	3:00 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
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Friday	2:30 PM	Tuesday	3:00 PM	5:00 PM
Friday	3:30 PM	Wednesday	3:00 PM	5:00 PM
Friday	4:30 PM	Friday	3:00 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.



Fall Final Examination Schedule
May 7-11, 2018

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	
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Wednesday	2:30 PM	Wednesday	12:30 PM	2:30 PM
Wednesday	3:30 PM	Friday	3:00 PM	5:00 PM
Wednesday	4:30 PM	Friday	3:00 PM	5:00 PM
Thursday	8:00 AM	Wednesday	7:30 AM	9:30 AM
Thursday	9:30 AM	Thursday	7:30 AM	9:30 AM
Thursday	11:00 AM	Thursday	10:00 AM	12:00 PM
Thursday	12:30 PM	Monday	12:30 PM	2:30 PM
Thursday	2:00 PM	Monday	12:30 PM	2:30 PM
Thursday	3:30 PM	Tuesday	3:00 PM	5:00 PM
Friday	7:30 AM	Monday	7:30 AM	9:30 AM
Friday	8:30 AM	Tuesday	7:30 AM	9:30 AM
Friday	9:30 AM	Wednesday	7:30 AM	9:30 AM
Friday	10:30 AM	Tuesday	10:00 AM	12:00 PM
Friday	11:30 AM	Friday	10:00 AM	12:00 PM
Friday	12:30 PM	Thursday	12:30 PM	2:30 PM
Friday	1:30 PM	Friday	12:30 PM	2:30 PM
Friday	2:30 PM	Wednesday	3:00 PM	5:00 PM
Friday	3:30 PM	Thursday	3:00 PM	5:00 PM
Friday	4:30 PM	Monday	3:00 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.

I - ~~Other~~ Alternative Credit Opportunities

Students have the opportunity to earn undergraduate academic credit through Advanced Placement Examinations (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), General Certificate of Education Examinations (A-Level), Global Assessment Certificate Examinations (GAC); DANTES Subject Standardized Tests (DSST); credit by examination, portfolio, technical competence, vertical course credit; and military courses. (See regulation J-5-a for credit limitations.)

Minimum scores needed to earn credit for AP, CLEP, IB, A-Level, or GAC examinations are available on the Registrar's website, www.uidaho.edu/registrar

~~I-1. Credit opportunities for exams/high school courses taken prior to becoming a degree-seeking undergraduate student at UI. (See regulation J-5-b for credit limitations.)~~

~~**I-1-a. College Board Advanced Placement Exams (AP).** Credit is granted for advanced-placement courses completed in high school in which a rating of 5, 4, or 3 is attained in College Board advanced-placement tests. For details, see Registrar's website, www.uidaho.edu/registrar.~~

~~**I-1-b. College Level Examination Program (CLEP).** UI grants credit for the successful completion of tests under the College Level Examination Program, as approved for specific courses by UI departments. For minimum scores needed to earn credit, see Registrar's website, www.uidaho.edu/registrar.~~

~~**I-1-c. Other Exams.** UI grants credit for students who achieve specific scores on the ACT, SAT, and COMPASS exams. Credit from these exams for Engl 101 will be granted after the successful completion of Engl 102. For the minimum scores needed to earn credit, see Registrar's website, www.uidaho.edu/registrar.~~

~~I-2. Credit opportunities while an undergraduate degree-seeking student at UI. (See regulation J-5-b for credit limitations.)~~

~~**I-2-a. Challenged Courses (Credit by Examination).** ~~Degree-seeking s~~Students may challenge UI lecture and associated laboratory courses (earn credit by examination) as follows:~~

1. Students must receive permission from the course instructor, from the administrator of the department in which the course is offered, and from his/her academic dean to challenge a course. Applications to challenge a course are available on the Registrar's Website. The application must be signed and the application fee paid to the Student Accounts/Cashiers Office (see [Special Fees](#) for extramural credits). The form is then returned to the Registrar's Office. The registrar checks the student's record to confirm if the student is eligible to challenge the course and notifies the instructor or student accordingly.
2. ~~Undergraduates~~Students must score C or higher to pass and obtain credit. ~~Graduate students must score A or B to pass and obtain credit.~~ A passing grade is entered as P and is not included in grade-point computations. The student's account will be charged the appropriate per-credit fee at the time the credits are recorded on the student's transcript (see [Special Fees](#) for extramural credits). If a student does not meet these standards, no entry is made on their record and no per-credit fee is charged to their account.
3. Results of the challenged courses must be forwarded to the registrar no later than the beginning of the last week of the semester.
4. No examinations under this regulation may be conducted during the last two weeks of any academic session.
5. Students are not permitted to challenge a prerequisite course after having completed the advanced course.
6. ~~Credit in courses offered by the College of Law may not be obtained by this procedure.~~

I-2-b. Experiential Learning Credit Portfolio. With the approval of an ad hoc committee consisting of representatives from the colleges and departments involved (~~convened by the registrar~~) and ~~payment of the applicable fees (see [Special Fees for extramural credits](#))~~, an undergraduate may be awarded ~~lower-division and/or upper-division (100-499 series)~~ credit in a specific undergraduate-level course in recognition of university-level knowledge or competence gained in work and life situations outside of UI's jurisdiction, mass media, and independent reading and study 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. Examples of work and life situations outside UI's jurisdiction include knowledge or competence gained in business, industry, government, or community agencies; or through travel or private study; or while studying at a proprietary or non-accredited institution. ~~Petitions~~Requests for such credit must be approved by the student's departmental administrator and academic dean, and must be supported by such evidence as is needed to provide a sound basis for evaluating the student's achievements. Credits granted under this regulation are ~~recorded as experiential learning and assigned a grade of P is assigned.~~ Credit will be awarded at the undergraduate level based on demonstrated learning outcomes within the subject, course, or programs offered by the University. The department through which the degree is to be granted will determine the applicability of credits earned through experiential learning toward the satisfaction of specific degree requirements. (See [J-5.](#)) Petition fForms for experiential learning portfolio credit are available on the Registrar's website, www.uidaho.edu/registrar.

I-2-c. Technical Competency Credit. Technical competency credits may be gained from experience in areas of concentration related to bachelor's degrees in professional-technical education or industrial technology. Grades of P for the successful completion of [IndT 407](#), are normally recorded on a student's transcript during their last semester or upon completion of all degree requirements. A maximum of ~~3230~~ credits may be earned in ~~a combination of [IndT 407](#)~~. Applications and instructions for technical competency credits are available at the Department of Curriculum and Instruction. See [Special Fees](#) for extramural credits.

I-2-d. Vertically Related Course Credit. Undergraduate degree-seeking students may bypass an elementary course and enroll in a higher vertically related course. Students with a C or better in the advanced course are eligible to receive credit and a grade of P for the lower vertically related courses in the same subject matter. Vertically related courses are listed at the beginning of each subject in the course descriptions section. Applications to receive credit for vertically related courses are available on the Registrar's website, www.uidaho.edu/registrar. See [Special Fees](#) for extramural credits. *Advisors should make sure that students are aware of this opportunity for obtaining credit.*

I-2-e. Military Courses. Student who have served in the armed forces may receive credit based upon completed military courses recorded on their official Joint Services Transcript (JST). Evaluations for the granting of credit for military courses are based on the recommendations in the American Council of Education (ACE) guide.

I-3. Students who have completed courses at other institutions after bypassing lower vertically related courses, but have not been awarded credit for those bypassed courses, ~~will be granted such credit on completion of a yet higher vertically related course at UI.~~ may receive credit for vertically related course(s) by following I-2-d.

J-2. Residency Requirements. A student must earn a minimum of 30 upper-division credits in UI courses. No credits awarded for ~~alternative credit opportunities (see regulation I) or 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-5. Credit Limitations. A candidate may count toward a baccalaureate degree no more than:

J-5-a. Seventy credits earned at junior or community colleges, or one-half of the total credits required for a student's intended baccalaureate degree, whichever is the higher number.

~~J-5-b. Thirty credits earned in alternative credit opportunities (see regulation I).~~

~~J-5-b. Forty-eight credits in any combination of credits granted for the following types of courses: credit based on test scores (for CLEP, College Board advanced placement tests, ACT, SAT, COMPASS), credit by examination (challenge), experiential learning, independent study, technical competence, vertically-related course credit, and vocational-technical or military school courses. This 48-credit limitation may be exceeded for good cause with the approval of the Academic Petitions Committee (file petition through dean's office). Note: credits earned through any combination of external study and technical competence cannot exceed a maximum of 32 of the allowable 48 credits.~~

J-5-c. Twelve credits earned under the pass-fail option (see [regulation B-11](#)).

~~J-5-d. Six credits in remedial-level courses; to be counted, these credits must have been earned before the fall semester 1983; no such credits earned after summer session 1983 may be counted. Zero credits in remedial-level courses.~~

University of Idaho
2016-2017 FACULTY SENATE AGENDA

Meeting #10

3:30 p.m. - Tuesday, October 25, 2016
Brink Hall Faculty-Staff Lounge & Skype for Business

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #9, October 18, 2016 (vote)

III. Chair's Report.

- Resolution to rename the Brink Faculty and Staff Lounge the "Paul J. Joyce Faculty and Staff Lounge"

IV. Provost's Report.

V. Other Announcements and Communications.

- Ombuds Annual Report (Beatty)
- Communications (Bales)

VI. Committee Reports.

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #9
Ombuds Report

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #9, Tuesday, October 18, 2016

Present: Adekanmbi, Anderson (Mike), Anderson (Miranda), Barbour, Boschetti, Brandt, Brewick, Cannon (Boise), Caplan, Crowley (w/o vote), Donohoe, Fisher, Folwell, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Markuson, Morrison, Nicotra, Payant, Pregitzer, Sixtos, Stegner, Vella, Wiencek (w/o vote). **Absent:** Brown, Chung, Panttaja, Wolf. **Guests:** 7

The Chair called meeting #9 to order at 3:31. A motion (Folwell/Brewick) to approve the minutes for the October 11th meeting passed unanimously.

Chair's Report: Chair Brandt announced that despite Ann Thompson's temporary absence we would try to muddle through. Chair Brandt called everyone's attention to the benefits enrollment period that runs through November 7th. Human Resources will be having several open meetings held in different locations. The exact time and place of these meetings can be found in the Daily Register. Chair Brandt also announced that she (as Faculty Senate Chair) will serve on the Institutional Planning and Effectiveness Committee.

The Chair asked for nominations for faculty to serve on the Program Prioritization Criteria Workgroup. This group will work on developing the criteria to be used in the next iteration of program prioritization. A Senator suggested that it was important to get faculty who have different perspectives on the role & mission of the University. He noted the need to have representation across the colleges. Chair Brandt responded that we do need to have people with different experiences but also people who are institutional thinkers. The workgroup's role will be developing criteria for prioritization, not actually making decisions about programs. Provost Wiencek explained that he was looking for two groups. One group would have 15 faculty and five staff and would be working on criteria for academic programs, while the second group would have 15 staff and five faculty members and would work on the criteria for non-academic programs. Those serving on these workgroups would need to be able to devote a half day (or perhaps all day) for a retreat to be held just before the Thanksgiving break. He will get the details out soon but the workgroups need to be organized by November 1st.

Provost's Report: Provost Wiencek announced that Dean Kahler, the new Vice Provost for Strategic Enrollment Management, has arrived on campus. The Provost encouraged the Senate to invite him to a meeting after he has had a chance to get oriented. With the new Vice Provost's arrival, Provost Wiencek will begin to formalize the reorganization of the Provost Office. Vice Provost Stevenson will be serving multiple roles until the search for a new Vice Provost for Academic Initiatives is completed. Ultimately, many of the direct reporting lines will be changed.

The Provost noted that a search for an interim Dean for the College of Art & Architecture has started. There will be open forums. Art and Architecture's external advisory board is also being consulted. The VIP program will be continued this year. The program is designed to provide seed grants campus-wide. Proposals last year centered on the strategic goal "innovate". This year the proposals should focus on "engage." In particular, the President is encouraging new ideas on how to improve the "go-on" rate for high school students in Idaho. A Senator wondered about enrollment numbers. The Provost stated that the numbers should be out within the next week.

Benefits Advisory Group. Chair Brandt invited Brandy Terwilliger from Human Resources to discuss new developments on benefits.

Ms. Terwilliger noted that there will be 14 open meetings during the open enrollment period which runs through on November 7th. One meeting was already held, and was entirely devoted to the changes in the dental plans. That meeting has been recorded and posted on the HR website. Other important things to be aware of:

- There is no rate increase for medical plans.
- There is an increase in the HSA employee contribution limit.
- Vision Plan—Ameritas' Vision Perfect is no longer a benefit option. This plan was a reimbursement plan and didn't work well. There has been an expansion of options under VSP, which now includes Costco and Shopko.
- The out-of-pocket limits on the PPO prescription drug plan have increased.
- The orthodontist benefits on the Delta Dental Plus plan has increased.
- There is a new dental plan option: Willamette Dental. This is a co-pay based option which does not have a lifetime maximum. The number of providers under Willamette Dental is limited. Those selecting this option should make sure they have access to a provider.
- Part-time employees should make sure they actively enroll. Their benefits will not roll over. Any part-time employee who does not enroll will be deemed to have waived their coverage.

Animal Control Task Force. The Chair invited Dan Ewart, Vice President for Infrastructure, to discuss the recommendations of the task force on animal control. Vice President Ewart began his overview by stating that the UI is not currently trapping or euthanizing animals and he acknowledged that the University did not follow its own policies this summer. President Staben established the task force to clarify the facts around what has happened, to review communications, to review our policies and to analyze what is necessary for animal management.

V.P. Ewart noted that the UI has many state-wide facilities where contact with animals occurs and we also conduct animal research. Research issues were not part of what was considered by this task force. He praised the work of the task force and stated that they presented their findings to the President on September 30th. The task force made 13 recommendations, although he doesn't expect all of them to be accepted. The recommendations were:

- The University needs a general statement on nuisance animal management that emphasizes the University's primary goal to protect its employees, students, guests and property from injury, damage, and disease caused by animals. It should emphasize that all control measures be implemented in an efficient, compliant, and humane way.
- All animal control policies should be reviewed to clarify language and remove any conflicts. We need to make sure all employees understand these policies.
- The various policies on animal control should be combined into one policy for the Administrative Policy Manual (APM). V.P. Ewart wasn't sure this recommendation would be accepted since it is a big challenge, given our statewide nature.
- The development of an integrated pest management program. Pests can be animals but also could be weeds.
- The current policy (APM 40.22) was considered mostly adequate but could be clarified with regard to the UI's interactions with outside agencies.
- Any animal control policy should include all UI property.
- Every facility across the state should designate an employee in charge of a nuisance animal management process. Challenges might be different at the various UI properties but someone knowledgeable with all policies and laws should be at every site. Every campus will have its own plans to best manage activities.

- Local regulatory agencies need to be consulted more frequently on issues and we must make sure the UI follows all municipal codes.
- It was suggested that non-routine animal control be reviewed by the Institutional Animal Care and Use committee. V.P. Ewart doesn't believe this will be accepted. This committee is primarily concerned with research animals and he doesn't think they want to combine these functions.
- A report on non-research animal management by every campus will be sent to him every year. V.P. Ewart will be in charge of reviewing these reports.
- Information will be provided to the entire campus. This will include including our policies on pets and feral animals.
- All owners of on-campus pets should obtain an ID tag for their pets. (The University has purchased a chip scanner).

Vice President Ewart emphasized that these were recommendations and the task force would be working on deciding which proposals to address and implement. These recommendations were reviewed by officials from the City of Moscow and the Humane Society. V.P. Ewart felt this was a good conversation that also covered the capabilities of each of these institutions. He noted that the Humane Society would be trying to develop a list of places that captured animals could go. He realized this was an important issue and not something the task force wanted to rush into. He stated that it was our responsibility to have an efficient and humane way to deal with animals on campus. He hoped to have a plan in place in the near future and would come back to the Senate and report on the progress in January. V.P. Ewart (along with General Counsel) has met with the City and has a better understanding of our responsibility in following municipal code. We have a better understanding of the capabilities of the Humane Society and where they will be able to help. He believes these will be good partnerships.

A Senator asked if we would be sending a press release to the Daily News. V.P. Ewart stated that he didn't have an answer at this moment but thought this was a good suggestion. Another Senator asked about the extent of euthanasia and if we weren't doing this anymore how were these animals being housed? He stated that we had used euthanasia but were not anymore. If there isn't an immediate issue of safety we are leaving the situation alone if there is an issue, we are calling the Moscow Police Department. This does not include issues related to animal research. A Senator wondered about our ability to fine students who abandon animals when they leave school. V.P. Ewart stated they haven't had that discussion but would follow municipal code. APM 40.22 B-2 was referred to and it was noted that the policy was pretty clear that live trapping was allowed only if animal control or the Humane Society of the Palouse officials are notified and install the traps. The Vice President acknowledged that this policy and the Moscow municipal code were not followed during the previous summer. This is something they will fix in the future. Asked why the press was charged a fee when they requested records, V.P. Ewart stated that this is a requirement of state public records law. Since gathering these records takes time and uses university resources, we can charge for that time. Chair Brandt thanked the Vice President for his time and stated that we will look forward to his report.

Adjournment: With no other business on the agenda, a motion (Foster/Cannon) to adjourn passed unanimously at 4:15 pm.

Respectfully submitted,

Don Crowley, Faculty Secretary &
Secretary to the Faculty Senate

Resolution: That the Brink Hall Faculty-Staff Lounge be renamed the Paul J. Joyce Faculty and Staff Lounge.

This resolution has been suggested by a number of different people since Dean Joyce's untimely death last spring. Dean Joyce was instrumental in securing the remodel of the Brink Hall Lounge. Together with others including Professors Kenton Bird (who was chair of Faculty Senate at the time) and Holly Wichman, he was instrumental in ensuring that the lounge would be a comfortable place for faculty and staff committees and a place where faculty senate and staff council could meet and communicate with colleagues across the state.

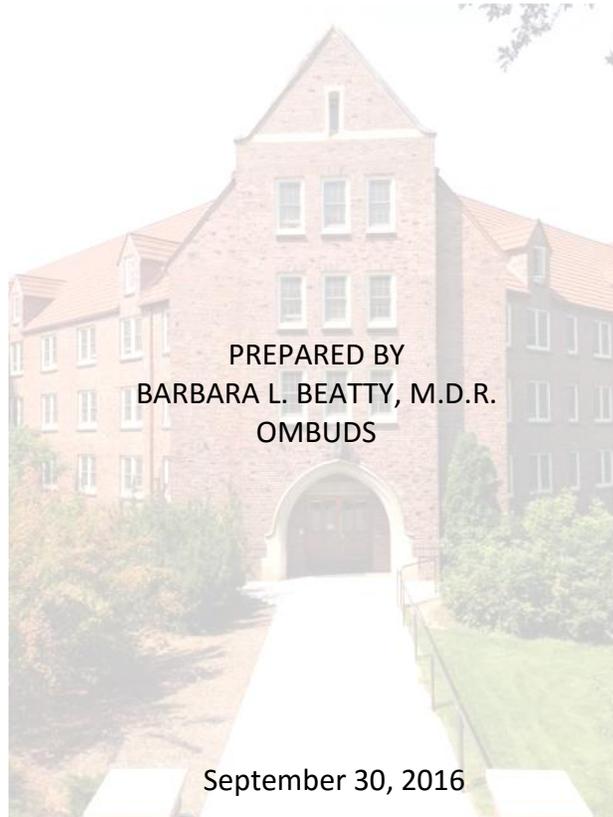
Dean Joyce's service to the University of Idaho was extensive. He was an accomplished researcher and a respected teacher. He served as the Director of the Graduate Program in Bioinformatics and Computational Biology and as Interim Dean and Dean of the College of Science. He was passionate about the University and was active in faculty governance serving on many committees in the College of Science and many University level committees. He was Vice Chair of Faculty Senate during 2010-11 and Chair during 2011-12.

Faculty Senate Leadership has reached out to a number of constituencies, including Staff Council, and the feedback has been unanimously positive.

The Ombuds Office 2015-2016 Annual Report

UNIVERSITY OF IDAHO

July 1, 2015– June 30, 2016



PREPARED BY
BARBARA L. BEATTY, M.D.R.
OMBUDS

September 30, 2016

Message from the Ombuds



I am honored to be serving as the University of Idaho's second full-time Ombuds for faculty, staff and students, and the sixth Ombuds since the establishment of the Office in 1992 with a half-time Faculty Ombuds.

I want to extend my appreciation to President Chuck Staben and the Search Committee for bringing me on board and for the Administration's ongoing support of the Ombuds Office, supporting the independence, neutrality, informality and confidentiality of the Organizational Ombuds role and the problem resolution process. This commitment demonstrates an abiding respect for those individuals who sought and will continue to seek assistance with resolving very challenging issues.

I have been very impressed with the friendliness and sense of community the University of Idaho exudes. All of your good-faith efforts are helping to make the university a better place to work, learn and live. It is a great privilege to serve as the University Ombuds, and I thank each of you for your generous trust and the honor of serving in this capacity.

Sincerely,

Barb Beatty

Barbara L. Beatty, M.D.R.
University Ombuds
2016 -- currently

The Ombuds Office 2015-2016 Annual Report

UNIVERSITY OF IDAHO

History of the University of Idaho Ombuds Office

The Ombuds Office at the University of Idaho is now in its twenty-fourth year of service, and both the office and the ombuds' role have evolved significantly over the two-plus decades. The University of Idaho Ombuds Office was first proposed to the Faculty Council by a faculty member in 1988.

The office was established in 1992 under President Elizabeth Zinser and operated under the title of Office of Faculty Ombudsman. The office was originally staffed by a half-time faculty member whose sole charge was to serve the faculty. In response to a growing need for staff ombudsman services, Carol Hahn was appointed interim staff ombudsman in 1994, and served for one year. The following year, the faculty ombudsman's services were formally expanded to include staff. As the case load increased, President Robert Hoover approved the addition of a half-time, non-faculty ombudsman, and Roxanne 'Ellen' Schreiber was appointed to the position in 1998.

From 1998 through 2009 the Ombuds Office expanded to include staff and eventually students. In January 2010, upon the retirement of then co-Ombuds James Fazio, Ombuds R. Ellen Schreiber was assigned to the Ombuds Office on a full time basis, thus becoming the university's first full time ombuds charged with serving administrators, faculty, staff, and students. Upon Ellen Schreiber's retirement in fall 2015, a national search commenced to fill the full-time position. In April of 2016, Barbara L. Beatty accepted the position becoming the University of Idaho's second full-time Ombuds.

University of Idaho Ombuds 1992-present:

- David J. Walker, Dept. of Agricultural Economics/Rural Sociology, 1992-1999
- Thomas V. Trotter, Dept. of Counseling and School Psychology, Special Education, and Educational Leadership, 1999-2003
- Charles Morrison, Counseling and Testing Center, 2003-2005
- James R. Fazio, Dept. of Conservation Social Sciences, 2006-2009
- Roxanne 'Ellen' Schreiber, 1998-October, 2015
- Barbara L. Beatty, April, 2016-present

The Ombuds Office adheres to and operates by the *Standards of Practice* and the *Code of Ethics* established by the International Ombudsman Association (IOA) for Organizational Ombuds. The four key tenants are:

- Confidentiality*
- Impartiality/Neutrality
- Informality
- Independence

(Definitions Appendix B.)

**Certain limitations apply, e.g., concern for imminent harm & abuse of populations that cannot take care of themselves.*

Mission, Purpose and Function

The University of Idaho Ombuds Office mission is to *foster and support a positive and productive working, learning and living environment for administrators, faculty, staff, and students by promoting mutual respect, ensuring fairness and helping to resolve problems that emerge within the university.*

The primary purpose of the Ombuds Office is to assist members of the university community with resolving their own problems or conflicts informally, and at the lowest level possible, by providing a safe place where they can speak confidentially and candidly about their issues of concern. Visitors receive assistance with clarifying their concerns, understanding applicable policies and procedures, and identifying resources and response options to address their problems. Like so many US academic ombuds offices, the UI Ombuds Office embraces a ‘solutions-focused’ approach to problem solving. While the ombuds may help the visitor to identify possible response options, at all times, the visitor remains empowered to and responsible for selecting his or her own course of action or non-action. The office also serves as an agent of positive change by helping to identify issues of concern, and by providing timely upward feedback.

The Ombuds Office mission and purpose are accomplished by the following:

- listening to concerns non-judgmentally
- analyzing problems and exploring possible response options
- providing information about policies and services
- providing individual and group/unit conflict coaching
- facilitating dialogue between individuals and groups
- mediating disputes
- providing leadership consultation
- referring to campus and community resources
- coordinating with other university offices
- providing training in human relations, communication and conflict resolution
- noting trends and impacts
- bringing systemic problems to the forefront
- recommending changes in policy, processes and/or procedures

“The problem with communication is the illusion that it has taken place.”

--George Bernard Shaw

The benefit to the University of Idaho is the potential for higher morale, less turnover and fewer unnecessary formal processes, including litigation.

An ombuds will not serve as a witness nor offer testimony in any formal proceeding, unless required by law. Individuals using the services of the Ombuds Office retain their rights to all formal procedures ordinarily available to them and are solely responsible for determining their course of action.

Year in Review

Transition

2015-2016 was a year of transition for the Ombuds Office. The outgoing Ombuds, Ellen Schreiber, worked four months and Maureen Laflin, interim ombuds, served for five months. Maureen is a law professor, Director of Clinical Programs and Director of the Northwest Institute for Dispute Resolution at the University. Barbara Beatty, the new Ombuds, started April 4, 2016 and served the remaining three months of the fiscal year. More information about Barbara can be found in Appendix A.

Case Load

For the purpose of reporting, a ‘case’ is any new or recurrent *issue* (after a previous case closure) that is brought to the ombuds’ attention by one or more individuals seeking assistance. It can also be an issue of which an ombuds becomes aware and takes ombuds-initiated action. Cases vary from a single informational visit to highly complex interventions involving multiple parties and meetings, and requiring considerable time.

The statistics for 2015-2016 indicate that the ombuds case load was recorded at about half of the prior year, with a total of 103 cases (Figure 1.) This was unexpected, and upon further analysis the new ombuds concluded that it was due to these factors:

1. There were no cases reported in November, 2015, which historically has been an active month. It appears this was due to the fact that the interim ombuds did not start until December 2015.
2. The interim ombuds was not established in that role as her primary duty and it is not uncommon at many college and university campuses with only one ombuds for the case load to fall off when in transition. The forwarding phone message on the Ombuds Office main line indicated to call the Interim Ombuds. Some of the visitor’s, knowing the Ombuds had retired, may have chosen not to call the Interim Ombuds.
3. It was discovered at year-end that the interim Ombuds and newly appointed Ombuds were both documenting cases differently than the outgoing Ombuds. Instead of documenting every significant *issue* as a separate case as had historically been done, the interim Ombuds and the new Ombuds were documenting cases by the number of *individuals* initiating visits to the Ombuds, regardless of how many *issues* were brought up. It is not unusual for visitors to present more than one significant issue, so it is understandable that the numbers fell considerably during this transitional period. (see Figure 2.)

Therefore, for 2015-2016, the Ombuds Office has no way of determining the actual number of cases based on issues, though it is estimated that it was similar to those in the recent past, about 175 cases without the month of November. The number of cases reported also represents a conservative figure since numerous contacts occur informally and spontaneously in the course of doing ombuds business, such as during informational sessions, training workshops, periodic involvement within units (when multiple concerns emerge) and during training and outreach visits. While some of these encounters do result in case entries, numerous others are part of the ombuds’ routine function and are not entered for tracking purposes.

The number of *issues* tracked is a better reflection of the time the Ombuds spends on cases rather than tracking the individual visitor and is being followed in the 2016-17 year.

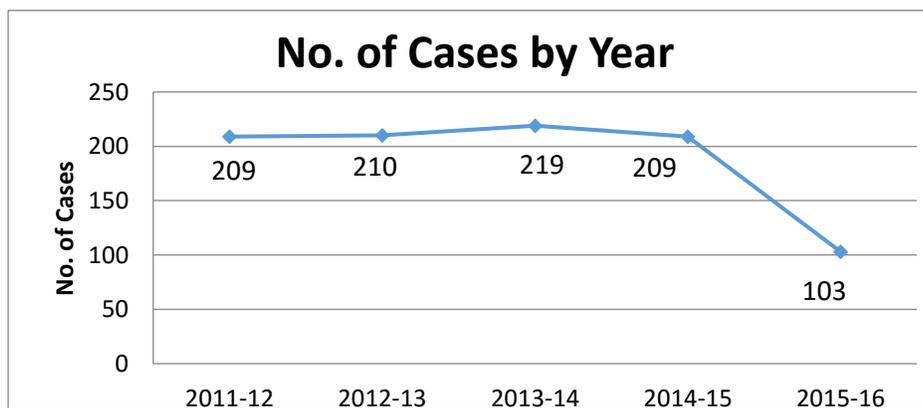


Figure 1: Total number of Ombuds cases by year.

Number of Cases by Month

These graphs below support the earlier assumption that the lower number of cases for 2015-2016 occurred primarily due to the transitional nature of the year for the office and to the different way the cases were recorded. The uptick in May, with the new Ombuds in place is likely due to the time of year when salary/wage, tenure and non-renewal decisions are made.

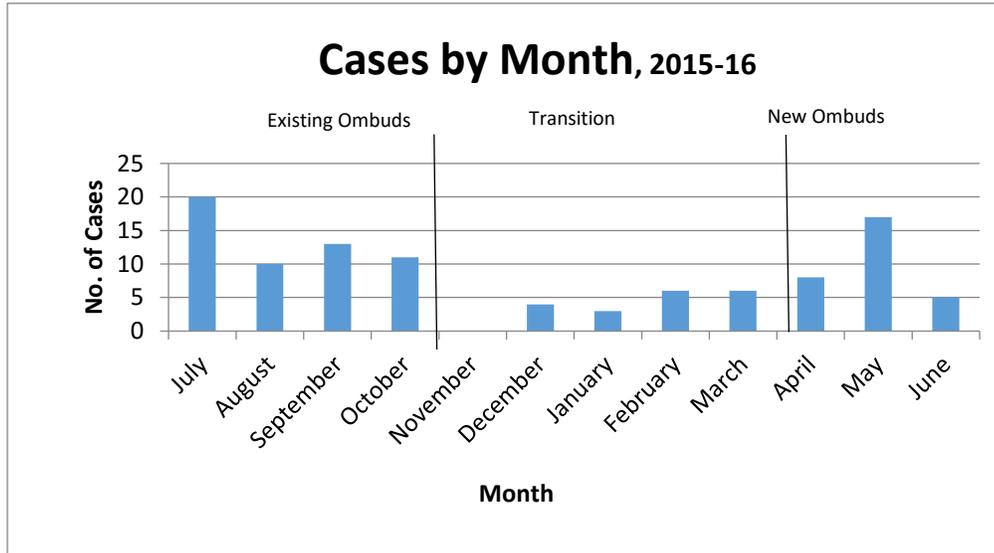


Figure 2: Cases by month, 2015-2016

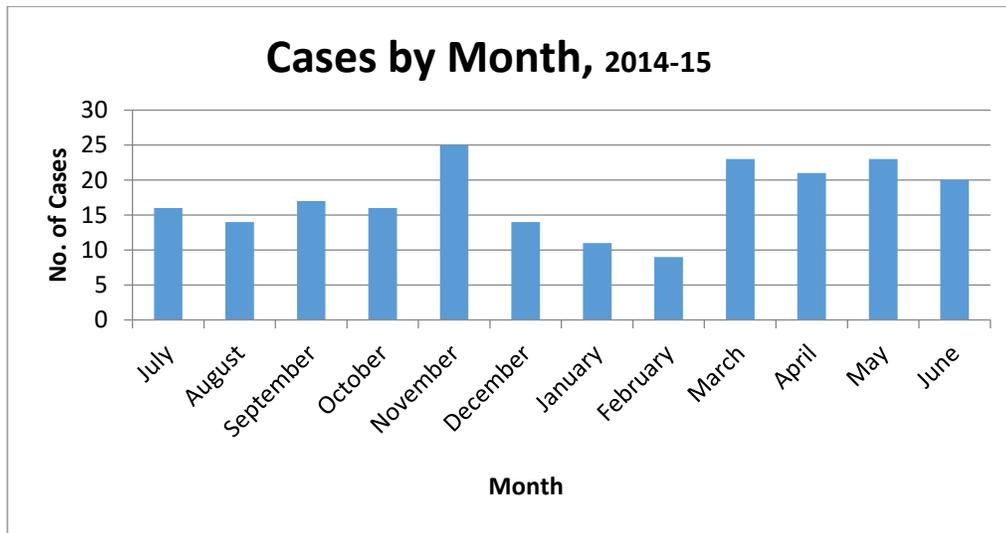


Figure 3: Prior year, cases by month, 2014-2015

Nature of Visitors and Contacts

The nature of visitor and contacts are virtually the same this year as last year. There were an almost equal number of males (51) and females (52) visiting the Ombuds Office this year. The ratio of referrals to self-referred varied by 1% compared to last year. Eighty-one per cent of cases were self-referred and 19% were referred by others (administrators, supervisors, advisors, HR and co-workers/peers).

University Affiliation

The Ombuds Office provides services to all faculty, staff and students of the university with affiliation tied to the party initiating an individual case. The affiliation of all parties within a case is not gathered. The ‘Other’ category includes temporary help (TH), consultants, retirees, former students, parents, employment applicants and campus visitors, as long as an issue pertains to a current experience with the university. Table 1 shows the distribution of cases based on the initiators’ university affiliation. Visitor affiliations, remained largely consistent and within normal fluctuations of the previous five years. The same trends as in previous years were noted. Exempt and Classified staff continued to make up the largest percentage of visitors at 46%. Tenured and non-tenured faculty cases combined were 26%. Graduate and undergraduate student cases combined represented 14% of cases (154 cases.) Student issues included grade disputes, interpersonal upsets between peers, academic teams/group/club function, financial aid, and tensions with faculty and business offices.

Table 1: University Affiliation by Percentage of Cases

Affiliation	2011-12	2012-13	2013-14	2014-15	2015-2016
	%	%	%	%	%
Classified Staff	34	34	37	33	31
Faculty (tenure track)	22	14	20	16	22
Exempt	13	18	19	12	15
Undergraduate	6	9	7	10	10
Administrator	17	11	9	8	7
Other	2	3	4	7	6
Faculty (non-tenure track)	0	1	1	5	4
Graduate Student	4	5	3	8	4
Graduate Assistant (TA/RA)	0	2	0	0	0
Retiree	1	0	0	0	0

Similar to 2014-15, 83% of cases involved only one person (Table 2.) This figure indicates that for these cases there were no other parties presenting the concern or who were *directly* involved with addressing the problem, although in most cases there was at least one other person of concern and is typical for most ombuds’ offices. The remaining cases involved from two to four parties who were directly involved in the problem and problem resolution. Of these cases, two-party cases continued to be most common at nine percent (Table 2).

[Note: When responding to unit or department-wide cases the only parties counted for reporting purposes

“Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.

– Winston Churchill

were determined by the degree to which the ombuds was *directly* involved with individual parties and does not reflect the total number of persons within the unit. In many instances, services provided to entire units or departments (such as when serving as a neutral, facilitating or training) involved much larger numbers than shown below.]

Table 2: Number of Individuals (Parties) per Ombuds Case

<u>Individuals Involved</u>	<u>No. of Cases</u>	<u>Total Parties</u>	<u>Percentage</u>
1	85	85	83%
2	9	18	9
3	7	21	7
4	2	8	2
Total Parties/Individuals		132	

Face-to-face consultations, were the preferred type of contact for visitors, accounting for 69% of all visits. Twenty-eight percent were by phone, with only a handful conducted through email or other means. One case was partially conducted by video conferencing. The current Ombuds believes video technology could be a growing trend for handling Ombuds cases as it becomes more accessible to everyone. The Ombuds also noticed that with the new Cisco video phones, communication and understanding was improved when the video screens were used.

Visitors continue to report that being able to talk openly with an informed, confidential and impartial person about their concern was the most helpful feature of the Ombuds Office.

Cases vary significantly in the amount of ombuds involvement needed; this involvement is reported as ‘number of contacts.’ Thirty-eight percent of cases involved only one visit or contact with no further ombuds/visitor/other direct involvement. This single contact may involve several hours of consultation in a single session. The remaining cases involved multiple consultations or contacts, either with the visitor alone (the person bringing the case) and/or with others involved, such as with multi-party mediations or facilitations with those who were resources for addressing concerns (e.g., administrators, supervisors, General Counsel, Human Resources, Human Rights, Access and Inclusion, etc.). The number of contacts for 2015-16 was 252. Table 3 shows the distribution of contacts per case:

Table 3: Number of Contacts per Case, 2015-2016

<u>No. of Ombuds Contacts</u>	<u>No. of Cases</u>	<u>Total No. Contacts %</u>
1	39	38%
2	18	17
3	17	17
4	7	7
5	8	8
6	5	5
7	4	4
17-39	5	5

There were 5 additional cases that involved more contacts ranging from 17 to 39 contacts per any one case. A total of 382 contacts were recorded, although this Ombuds thinks the number might be low due to differences in documentation as discussed above.

Nature of Problems

Every organization will have concerns or problems that emerge within the normal process of conducting business, and the University of Idaho provides multiple resources in addition to the Ombuds Office to help members of the community address their issues constructively. It is the confidential, informal and impartial features of the Ombuds Office that most often prompt visitors to seek ombuds services, especially as an initial resource. While contact with the Ombuds Office is confidential, presenting *issues* are tracked. In noting the *nature* of problems, the Ombuds Office can inform the university of areas requiring attention. Even though the number of issues recorded in 2015-16 are incorrect due to the transition described earlier, the fluctuations in cases among the different types of problems were proportionately similar to previous years and did not reflect new patterns or trends. Figure 3 shows the distribution of problem categories received by the Ombuds Office in 2015-16. Descriptions of each category may be found in Appendix C

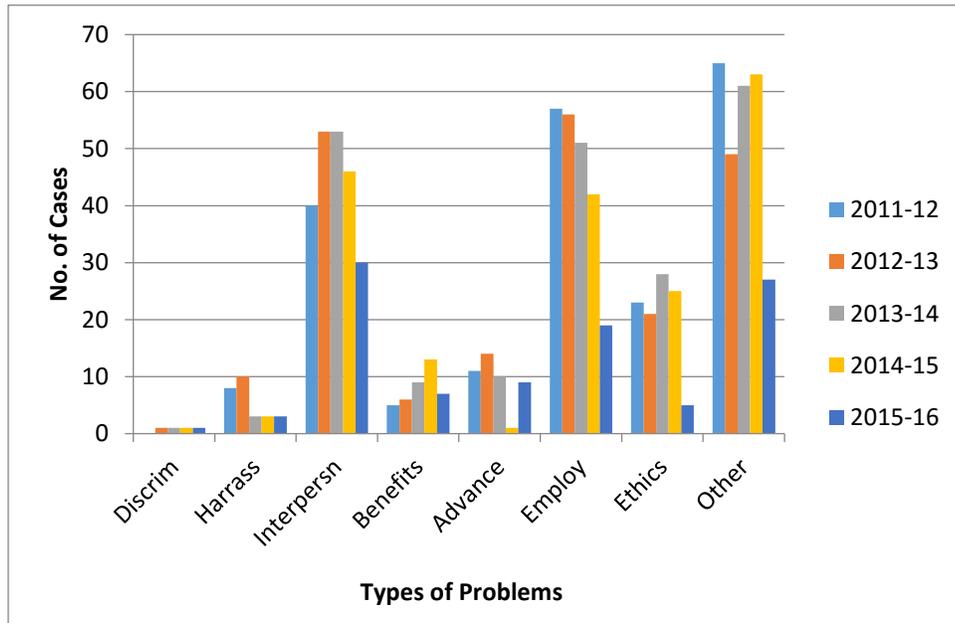


Figure 3: Problem type by year, 2011-2016 FY, brought to the Ombuds Office

Resolution of Problems

Ombuds use a variety of processes to assist visitors with addressing concerns, and most cases involve multiple actions, thus the actions categories below are *not* mutually exclusive. Four basic categories of ombuds’ actions are summarized in Table 5.

Table 5: Actions Used by Ombuds

Action	Cases	Percentage of Cases*
Problem exploration	86	83%
Information	56	54%
Intercession (e.g., mediation, shuttle diplomacy, facilitation)	16	16%
Referrals (e.g., EAP, HR, Human Rights, Access and Inclusion, deans, supervisors, advisors)	20	19%

* Categories are *not* mutually exclusive and therefore exceed 100%.

Outreach and Other Services

The Ombuds Office contributes to the university's 2016-2025 Strategic Plan as a service that underpins all four goals: Innovate, Engage, Transform and Cultivate. The Office provides direct problem resolution services for faculty, staff and students with the intended result being to enable individuals to work collaboratively to reach their goals that in-turn feed the university's goals. Outreach activities, included teaching communication and conflict resolution classes for the Professional Development and Learning Department and individual programs for various academic and support departments.

Outreach activities help members of the university community become informed about the role of the ombuds and the availability of services as well as provide a venue for meeting the ombuds. It also helps acquaint the ombuds with areas of rising concern.

New Employee Orientation/Benefits Orientation. Monthly New Employee Orientation sessions were again a highly effective outreach activity that impacted nearly all new Moscow-based employees and some new employees from off-campus locations. After the New Employee Orientation moved to an online format, the current Ombuds has been able to continue this outreach.

Employee and Student Development. The ombuds again provided employee professional development, unit in-service trainings, department retreat facilitation, student leadership trainings, and student group presentations. These sessions focused on civility, interpersonal communication, conflict management, change, collaboration, team building, and Ombuds Office introductions. Data is not available for the first three quarters of the FY. However, in the remaining three months, April, May, June, the new ombuds provided two requested presentations that were not case related. Several informal discussions took place when the Ombuds visited over a dozen unit and college level meetings to introduce herself. Outreach to all areas of campus is an ongoing activity.

University Service. The past and new ombuds engaged in service to the broader university through continuing participation on the Benefits Advisory Group, and the Professional Development Coordinating Committee. The new Ombuds continues to attend the Faculty Senate, Staff Council and Student Senate whenever possible to stay in tune with the broader community.

Professional Service. The new ombuds continues to be a member of the International Ombudsman Association (IOA,) The Ombuds Task Force in the Dispute Resolution Division of the America Bar Association (ABA) and the Association of Conflict Resolution (ACR.). In 2016, the current Ombuds reached out beyond the University of Idaho borders to give three 90 minute talks on communication and conflict resolution to the Northwest Consortium of Professional Staff Annual Conference reaching 100+ participants.

Professional Development. The new ombuds is committed to continuous professional development and engages regularly in reflective practice with other experienced academic ombuds through video conferencing, telephonic consultation and on-site review, when opportunities are available. The new Ombuds received three days of training at the IOA annual conference and 2 days attending the Consortium on Abrasive Conduct in Higher Education (CACHE.) in 2015-2016 FY. The new Ombuds has and will continue taking advantage of several on-line learning opportunities related to the field.

Effectiveness of the Ombuds Office

The definition of a successful outcome and ombuds effectiveness cannot be gauged solely by whether a problem is ultimately resolved according to a visitor's satisfaction or an ombuds' preference. Rather, there are multiple descriptors of success:

- Visitor better understands their concern and identifies solution options, was better informed and prepared to self-advocate, act or not act
- A potential problem was avoided
- Further deterioration or escalation of a situation was avoided
- A manifest problem was resolved
- A policy or system problem (and a potential modification) was identified

Helping visitors and all parties to be more effective, constructive, fair and respectful in seeking solutions to their concerns, and reducing harmful tensions or hostility, is considered a successful outcome from the perspective of the Ombuds Office. However, there are many problems where no remedies or resolution options are available. Some cases can leave visitors with few options, such as:

- termination for cause or performance
- intractable disagreement over evaluation ratings
- expectations or compensation
- and many academic decisions with clear processes set out by policy

In these cases, being able to confirm that the relevant policy or action was appropriately or fairly applied, talking about possible next steps, and being heard are crucial to moving forward uneventfully. Being heard and understood is *the most powerful intervention*; and each year this intervention alone has likely lessened the emergence of unnecessary escalation, and even potential violence. Being heard without judgment or fear and being assisted with sorting out issues and response options is the most common and highly appreciated benefit reported to the ombuds.

When assessing impacts of ombuds services, results are difficult to measure since visitor perceptions of outcomes are often tied to factors outside of an ombuds' role (an ombuds cannot reverse decisions, change a grade, or adjudicate complaints, etc.) and confidentiality precludes the use of many of the usual forms of evaluation.

Assessments. The Ombuds Office uses two methods to assess the outcomes and impacts of services. The first is *feedback and evaluation* forms. For individual visitor meetings, a voluntary visitor feedback form is given to each visitor that goes directly to the President's Office and is summarized for the ombuds evaluation feedback. A different, voluntary feedback form is given to groups that have received training from the ombuds. They are left anonymously in an envelope after the class and later given to the President's Office for evaluation purposes. In the last quarter of the FY, the first quarter the new ombuds was on campus, there were 2 teambuilding training with a total of 17 participants. They were to rank the overall class from 1 to 5, 5 being 'Excellent' and rate the Ombuds on the same scale. Space for comments were provided for each category. For the course, 12% gave the highest rating of 5; 59% ratings of 4 and 30% ratings of 3. The dominant comment for improvement was to have more time. For the Ombuds as presenter, 24% gave the highest ranking of 5, 41% rankings of 4, and 35% rankings of 3. Feedback for the ombuds included allowing more time, more exercises and more university examples. It should be noted that the ombuds is not always the one who makes the decision about time, as in these cases.

Second, is an assessment based on the *ombuds' self-analysis of completed cases* using a scale ranging between 'satisfactory', 'neutral' and 'unsatisfactory' resolution of cases. It is not a measure of visitor satisfaction, but is used as an element of reflective practice. The scale attempts to help the ombuds evaluate the service provided and outcome of each case as objectively as possible. Appendix D describes the

outcome identifiers that fall within each range and that are used to guide the ombuds' appraisals. The chart also shows percentage of cases the ombuds' considered completed satisfactorily, neutrally or unsatisfactorily for the entire 2015-2016 year and for the last quarter of the year FY, with the new ombuds only. The numbers are similar, with, for example, the assessment of 'Satisfactory' at 74% for the entire year and 70% for the last quarter of the FY.

As in previous years, the greater number of cases gauged to be positive outcomes reflects the ombuds' observation that:

- working through an issue or problem with an impartial skilled listener
- developing a broader perspective on the problem
- identifying relevant policies and procedures
- developing constructive response options
- having difficult conversations mediated directly or indirectly

generally contributed to more positive and less negative outcomes for most issues. This was true even when a visitor or the university's irrevocable actions have already occurred. Despite not attaining a full resolution, an adverse situation that stabilizes and does not decline further, may at best be considered a satisfactory or, at the least, a neutral outcome.

Ombuds Observations and Comments

Most concerns or problems brought to the Ombuds Office are specific to a set of circumstances or particular individuals. However, when issues appear to be systemic or reflect trends that might warrant further attention, the ombuds may share these directly with the relevant administrator and make recommendations in accordance with the provisions of the *Faculty-Staff Handbook*. Individuals are still kept strictly confidential. The current Ombuds has only been at the University of Idaho for six months at the time of writing this report, therefore it is premature to comment directly on any major trends. However, a few comments will be made reflecting what the Ombuds has observed in this short time period.

"The ombuds is encouraged to comment on policies, procedures and processes with an eye to positive future change. These observations should be shared with the administrators and bodies with jurisdiction over those policies, procedures, and processes." (FSH 3820 B-6)

Pay Equity. The faculty pay equity issue surfaced as it appears to have in prior years, although to a lesser extent. The major concerns seemed to be with the process taking too many years and why more funding is not earmarked for this to be taken care of in one year. There is some concern as to why the process varies from college to college and department to department; why one person in one college or department gets a pay equity increase while another, who is similarly behind her/his colleagues, and with comparable ranking, is not given an equity increase. Having the detail and transparency of what the equity plan is and how these decisions are made on a website, along with quarterly updates on the new market compensation program, might reduce and or prevent unnecessary escalation of tensions for those who have concerns.

Supervisory Training. The majority of visitors to the Ombuds Office in the last quarter of the FY had all or part of their concerns related to what they perceived as inappropriate, unprofessional behavior by supervisors. These concerns applied to both experienced and inexperienced supervisors at various levels. These concerns were raised by faculty with regard to their chairs and/or deans and by staff with regard to their supervisors at various levels in their units. The issues related to this concern were two-fold. One being inexperience of the supervisors/chairs in their roles leading to problems with consistency, fairness, and not knowing or following policies and procedures. The other concern was the supervisor's/chair's/dean's ability to actively listen and communicate effectively, be transparent and treat everyone with respect. The best training programs are provided live, and to the extent possible, development of an effective program for all

supervisors, will help address these concerns. Improving supervisory and management training should improve retention and result in a strong positive impact on the workplace culture and climate which, in turn, significantly improves the overall university culture and climate.

Workplace culture and climate. The concern for turning around a discouraged and somewhat negative workplace emerging out of a troubling past seems to be giving way to hopeful, more positive views as President Staben enters his fourth year and he and the Executive Vice President and Provost have nearly finished their restructuring of the administration. Observations over the past six months by the new ombuds are that things *are* changing and people *are* starting to risk getting hopeful again, believing that some stability is here and things beginning to move forward. Changing the climate and culture of an organization takes time, patience and dedication. The dedication of the new administration seems to be apparent to more and more faculty and staff. Continuing to be as transparent as possible and communicate on a regular basis about the progress points within each of the four strategic goals will continue to grow a strong, positive culture.

The Year Ahead.

As the new ombuds for the past six months, I have been pleasantly surprised to see how welcomed and recognized the Ombuds Office is as an important service to the university community. Ellen Schreiber has left a legacy I intend to continue. I will continue to expand outreach efforts to more students, many of whom did not know they were eligible for the ombuds services. Also, I want to reach out to the growing number of off-campus faculty, staff and students working and learning at our centers, stations and sites located throughout the state with education about the services the ombuds offers. Services, include coaching, facilitations, mediations, and trainings, in addition to the one-on-one confidential visitations.

The office will continue to provide a vital confidential, informal, impartial and independent resource for all members of the university community to avail themselves of to get assistance with resolving university-related problems. I intend to continue partnering with the university administration, colleges, departments, units, residence staff and student leadership to provide ongoing Ombuds Office awareness activities, promote civility, and encourage respectful behavior to prevent and to resolve conflict. While many problems brought to the ombuds are complex--and some simply defy a full or satisfactory resolution—I remain passionate about actively encouraging all parties to learn how to engage in respectful, constructive communication and problem-solving.

One goal I have is to engage individuals, departments and groups in more *proactive* training, including individual coaching and department and group training to improve their communication and reduce problems *before* conflicts arise. In addition, working with other departments on campus to develop additional supervisory classes will contribute to creating a positive, cohesive community.

I appreciate President Staben solidifying the policy that the Ombuds office is not a mandated reporter for Title IX purposes, including sexual misconduct, so that the office remains a fully confidential resource as it is on the majority of college and university campuses across the nation. There are many opportunities for the ombuds to support the university in its commitment to and efforts towards fostering an increasingly respectful and satisfying environment.

In Appreciation

In starting my tenure as the second full-time ombuds, I wish to express my appreciation for my former ombuds colleagues who started this office and developed it to where it is today, an important part of university life. Special thanks to my immediate predecessor, Ellen Schreiber who, through her leadership, creativity and hard work, created a model ombuds program. I also want to thank Anna Thompson, Assistant to the Faculty Secretary and the Ombuds Office, for her support and administrative assistance as I have transitioned into the University of Idaho.

Appendix A

Barbara Beatty is an experienced mediator and Ombuds, having begun her career in mediation in 1989. She refreshed her skill set in 2009 completing a Masters in Dispute Resolution (M.D.R.) from Pepperdine University School of Law, Straus Institute for Dispute resolution, ranked the # 1 school in this category for over 14 years by *U.S. News and World Report's* annual rankings. Barbara was the Director of the Mediation and Conciliation Center for the Arizona Superior Court in Mohave County and most recently served as the Deputy Ombuds for the Texas Department of Public Safety (State Troopers and Texas Rangers.) She also has a Masters in the Geosciences from the University of Arizona. Her undergraduate degree in Business and Organizational Development is from the Colorado College. Barbara has written articles and given presentations on the history and evolution of the Ombud's profession at national conferences of the Association of Conflict Resolution (ACR) and the journal *Resolution*. She was also the past Chair of the Work-place Section of the ACR and is currently active on the American Bar Association (ABA) Dispute Resolution Task Force on Ombuds.

Barbara has travelled across the United States and to Russia and the Ukraine finding and contracting with faculty for books while in the scholarly book publishing business. Additionally, she was the Director of the Extended University Phoenix Office for the University of Arizona where she developed many continuing education programs. Barbara spent her teenage years and five years as a young adult in Boise, Idaho.

I am delighted to be back in Idaho and very proud to be part of the Vandal family.

*“Out beyond right and wrong
there is a field. I will meet
you there.”*

-- Rumi

Appendix B

Tenets of the Organizational Ombuds

In fulfilling its purpose, the Ombuds Office at the University of Idaho adheres to and operates by the *Standards of Practice* and the *Code of Ethics* for Organizational Ombuds as established by the International Ombudsman Association (IOA.)

Confidentiality. All contacts, conversations and information exchanged with the ombuds remain confidential and are not disclosed by the ombuds without the consent of all parties involved *and* the ombuds. Limits to confidentiality exist when disclosure is necessary to protect someone from imminent harm and when otherwise required by law.

Neutrality and Impartiality. An ombuds is a designated neutral on behalf of all members of the university community. As such, the ombuds remains impartial and unaligned. An ombuds does not take sides, serve as an agent, represent or advocate on behalf of any party or the university. Rather, it is the role of the ombuds to consider the facts, rights, interests, and safety of all parties involved in a search for a fair resolution to a problem. An ombuds promotes and advocates fairness and justice.

Informality. Consultations are conducted ‘off the record’ and *do not constitute notice to the university* in any way. An ombuds does not become involved in or part of formal institutional processes (such as mandatory reporting, formal complaints, investigations, appeals, etc.), unless otherwise specified in policy, and then only as a neutral process observer. No personal information is retained or used for subsequent formal proceedings. An ombuds will not serve as a witness nor offer testimony in any formal proceeding, unless required by law. Individuals using the services of the Ombuds Office retain their rights to all formal procedures ordinarily available to them and are solely responsible for determining their course of action.

Independence. To ensure objectivity, the office operates independently of all university entities and reports to the highest possible level of the organization. *An ombuds exercises sole discretion over whether or how to act regarding an individual’s concern, a trend or concerns of multiple individuals over time* (IOA Standards of Practice).

Appendix C

Types of Problems Presented (Graph page 8)

The number of cases for 2015-2016 are than for 2014-2015. This is again due to the data errors made by the interim and new ombuds as explained on page four of this report. Had more cases been broken out by issue rather than by individual, more problems would have been specified.

- Discrimination:** One case involving a potential disability issue came directly to the Ombuds Office. The situation was discussed and the person was referred to the appropriate department.
- Harassment:** Three cases of harassment came directly to the Ombuds Office. Two involved general harassment or perceived bullying, and one was regarding sexual harassment that was referred to the Human Rights Office.
- Benefits:** There were 7 cases attributed to benefit issues. Three cases related to retirement or health insurance, two cases involved family medical leave and one case related to course enrollment and one to consulting issues.
- Advancement:** There were 9 nine cases related to advancement, representing a decrease of seven cases from the previous year. Of the 9 cases, 3 were concerning salary. Increasing perceptions of salary inequities and complaints of significant disparities among similar positions and raises continued to be at the heart of these issues. Another 3 were related to promotions. Tenure and non-reappointment issues accounted for 2 of the remaining advancement cases, with 1 additional case related to a probationary period.
- Employment:** The employment category had a total of 19 cases relating to specific areas of concern. It is the largest category of problems brought to the Ombuds Office. The most frequent sub-categories within the employment category concerned salary agreement decisions, with 2 cases related to the hiring process, 2 related to teaching load/course assignment, 2 related to working conditions, and 2 related to job descriptions. Eight more issues were brought up one time across a variety of sub-categories in the Employment category.
- Ethical:** There were 5 ethical concerns. Two dealt with authorship and 3 dealt with health/safety issues.
- Other:** The 'Other' category allows for the ombuds to fill in an issue that is not listed in the other categories. There were 27 cases listed in this category. Eleven were not specified further, but left as 'miscellaneous.' Four dealt with academic issues and 4 dealt with disciplinary action. Financial aid issues accounted for 3, committee function 2, and department/unit function 2. One case dealt with performance, selection and removal of a department/unit chair.

Appendix D

Ombuds Self-Appraisal of Outcomes/Impacts of Cases, 2016-17

NOTE: This table shows both the number of cases completed by the current Ombuds (30), April through June, the last quarter of the 2015-2016 FY and the entire year (103.)

Outcome Category for Current Ombuds Only	Percentage of Cases (N=30)	(N= 103)
Resolved satisfactorily with Ombuds Office assistance	70%	74%
<ul style="list-style-type: none"> • Agreement/compromise reached through mediation; formal action avoided; visitor given another chance or situation otherwise satisfactorily resolved. • Conflict resolved short of mediation; may involve ‘shuttle diplomacy’ or similar workshops intervention, with entire unit, or other techniques; formal action not taken. • Ombuds served, by invitation or suggestion, as neutral observer; may involve role as moderator, but not mediator; party(ies) satisfied with outcome; formal action not taken. • Information only was provided by ombuds; and/or helps party to self-advocate. • visitor satisfied. • Action resulted in policy or system modification/improvement. • Other 	0% 3% 0% 56% 0% 7%	2% 5% 3% 50% 2% 6%
Neutral Outcome (Ombuds Office had no direct impact)	30%	14%
<p>Ombuds role was primarily as a neutral listener; little or no ‘coaching’ or additional information was provided. Visitor already had or did not need information, but needed ‘someone to listen;’ may have received confirmation of ideas/plans, but nothing new added by ombuds.</p> <ul style="list-style-type: none"> • Visitor initiated and then canceled or ‘vanished’ after setting appointment or before follow-up action was completed. • Situation ‘unrepairable’ upon arrival (e.g. temporary help, already terminated, tenure was denied for appropriate reason, or visitor resigned). • Other. 	23% 7% 0%	7% 2% 2%
Results Unsatisfactory	0%	2%
<ul style="list-style-type: none"> • Visitor disgruntled with ombuds efforts and discontinued visits or contacts. • Visitor disregarded advice/solution and suffered consequences. • Unfair practice or situation not resolved nor corrected due to lack of cooperation • Other. • Ten percent of the intake forms were either not recorded by one of the ombuds or there was a data entry error. 	0% 0% 0% 0%	1% 1% 0% 0% 10%

On occasion, problems will resurface or new issues arise with previously served parties. Situations that deteriorate after concluding ombuds involvement are not reflected in the ombuds assessment above.

Idaho Statewide Opinion Poll
May 3-7, 2016



Methodology



Sample

500 phone interviews among a representative sample of Idaho adult residents.

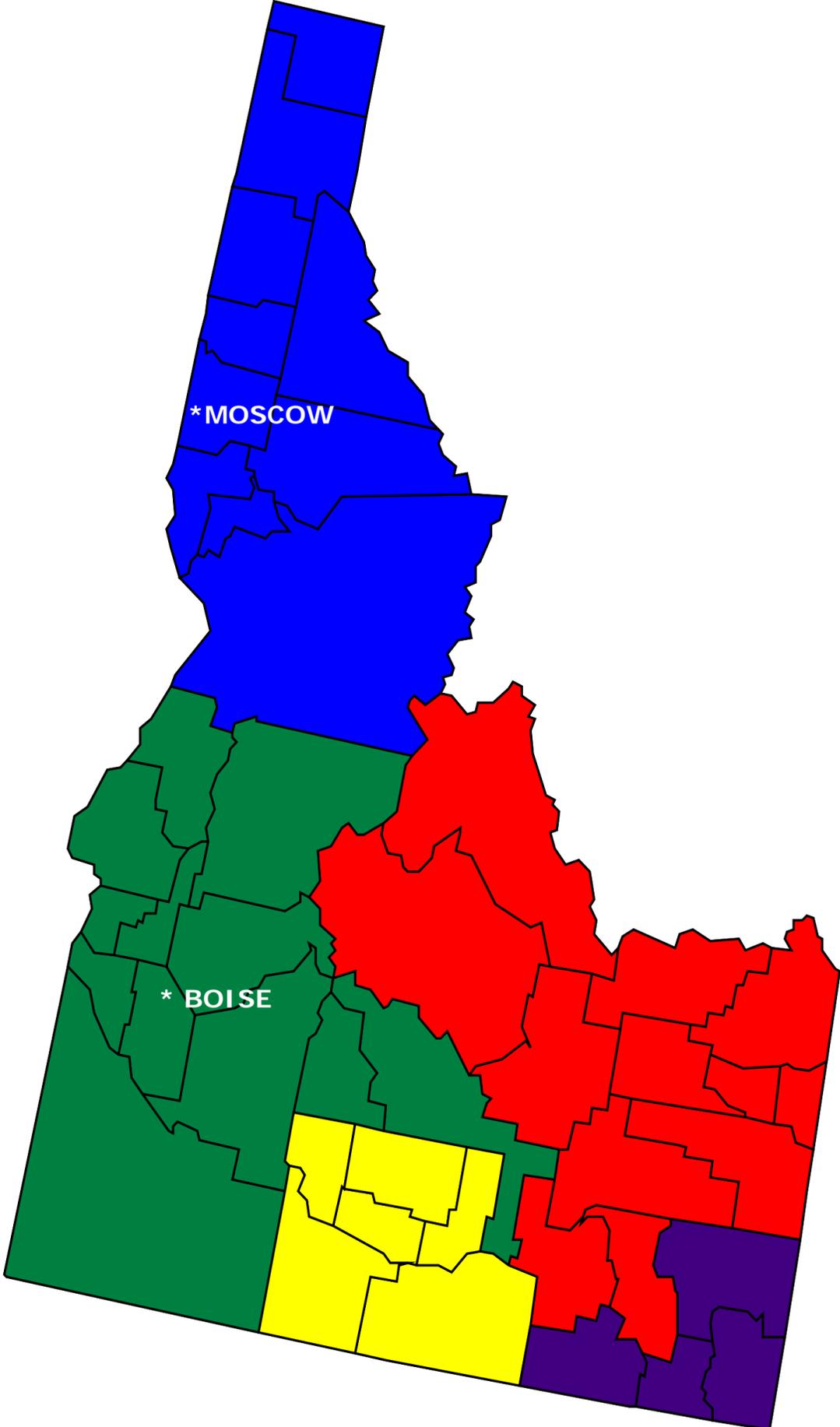
Method

Landline (33%) and cell phone (67%) interviews conducted May 3-7, 2016.

Sampling Error

Plus or minus 4% at the 95% confidence level.

Idaho TV Markets



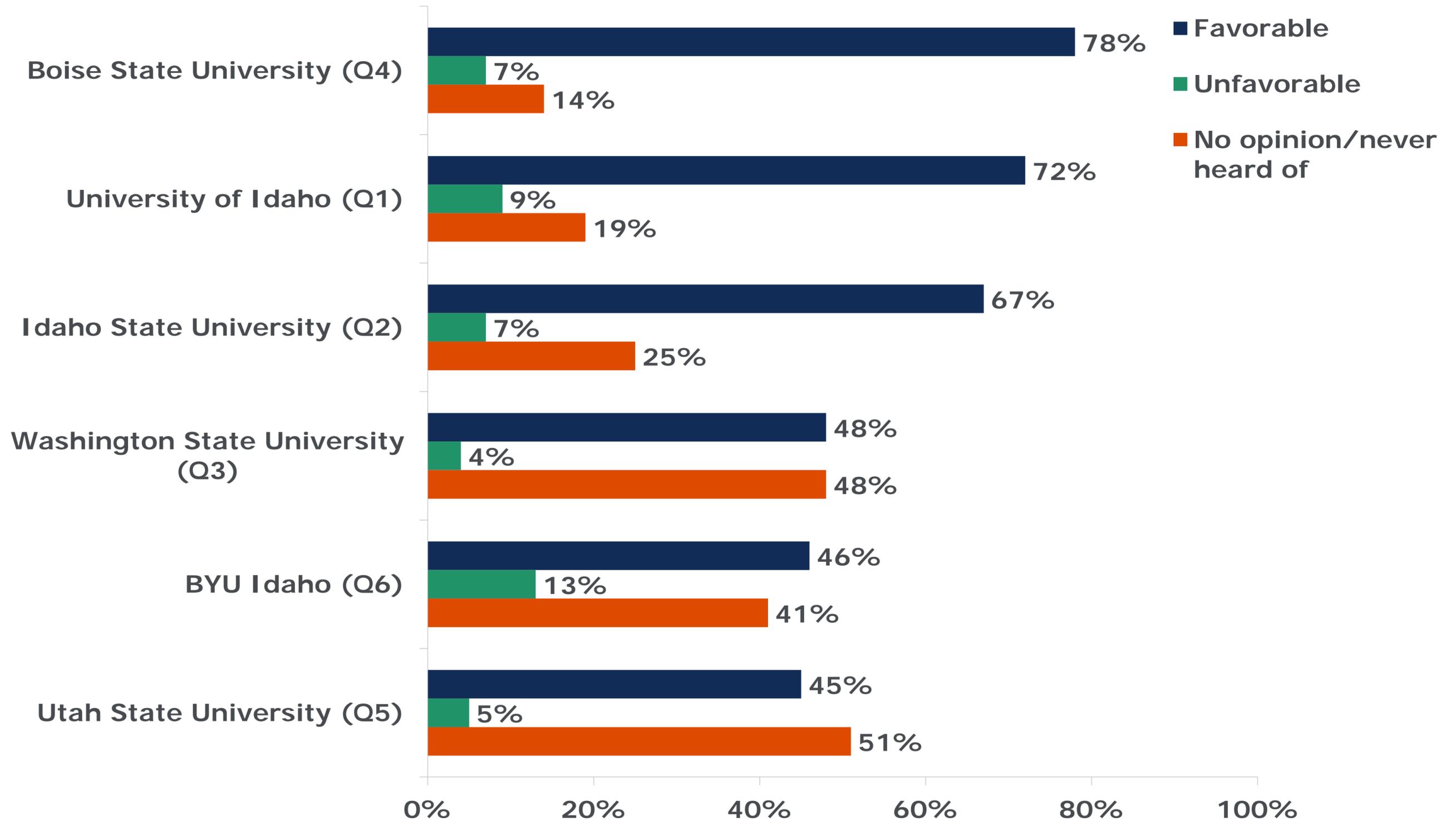


Images of Universities

Images of Universities



"I would like to ask your opinion about several public universities in our region. Please tell me whether you have a favorable or unfavorable opinion of each. If you have no opinion or have never heard of the university, just say so."



University Images: Key Subgroups

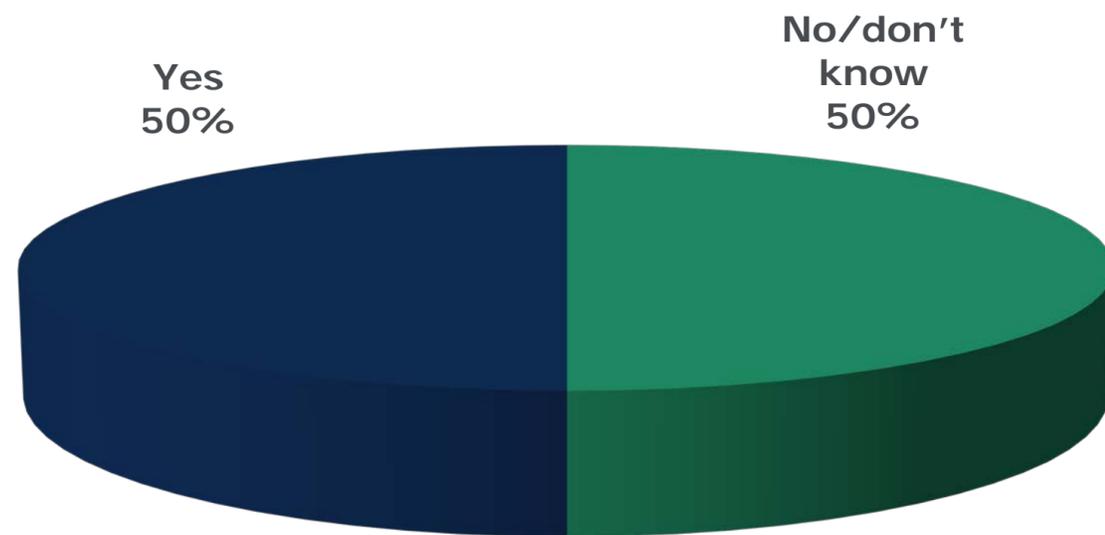
% Favorable	University of Idaho	Boise State University	Washington State University
All	72%	78%	48%
County/TV market			
Ada County	70%	88%	53%
Boise TV	68%	88%	45%
Twin Falls TV	80%	71%	43%
Idaho Falls/Pocatello TV	71%	83%	37%
Spokane TV	77%	56%	73%
Education			
0-12 years	65%	74%	38%
13-15 years	70%	77%	40%
16 years	68%	83%	57%
17+ years	88%	80%	63%

UI's image is most positive in the Twin Falls and Spokane TV market counties and among post-grads.

University of Idaho Recall

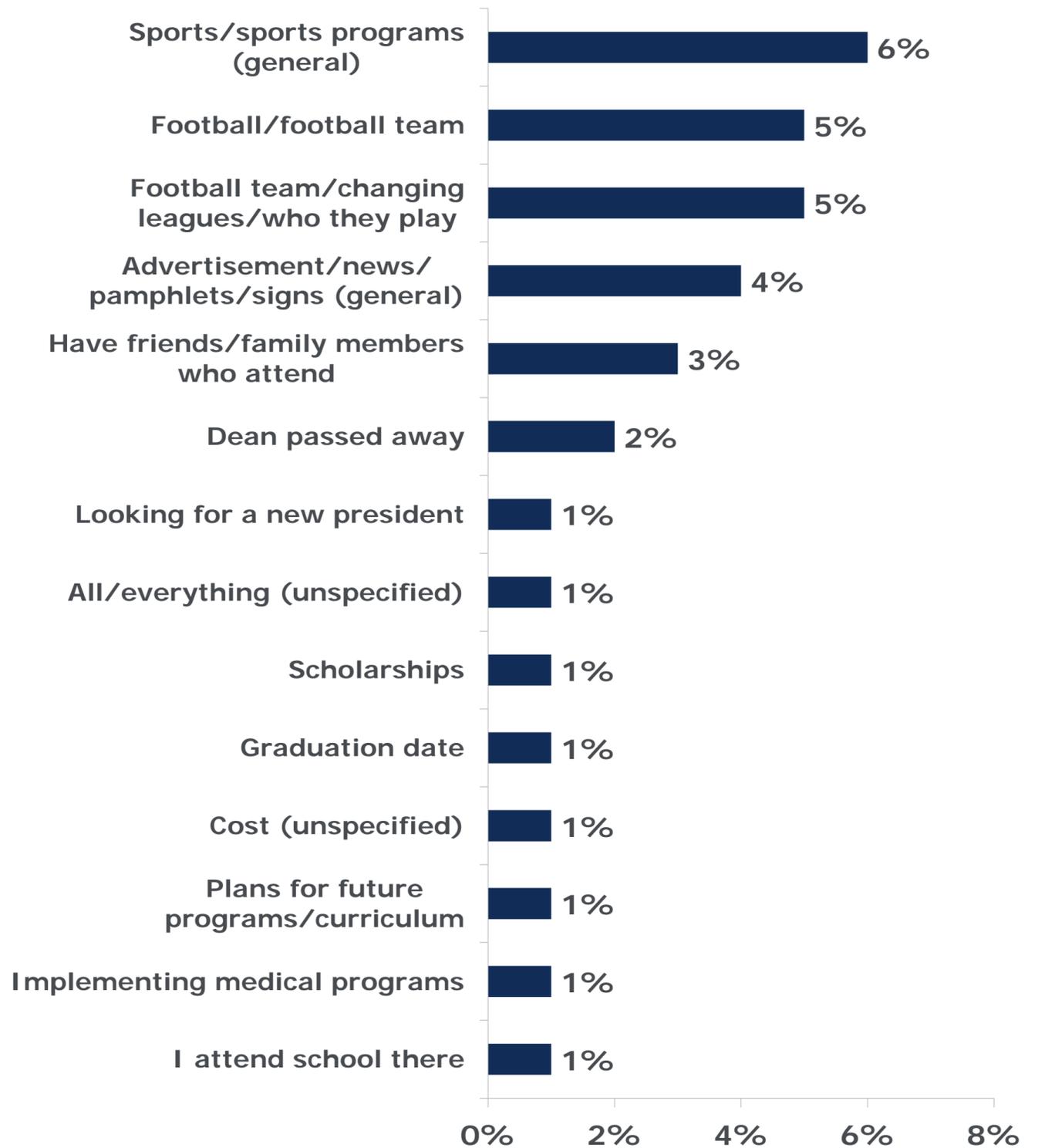


“Over the past few months have you seen, read or heard anything about the University of Idaho?” (Q7)



Recollections were at similar levels across the state.

IF YES: “What specifically do you recall?”

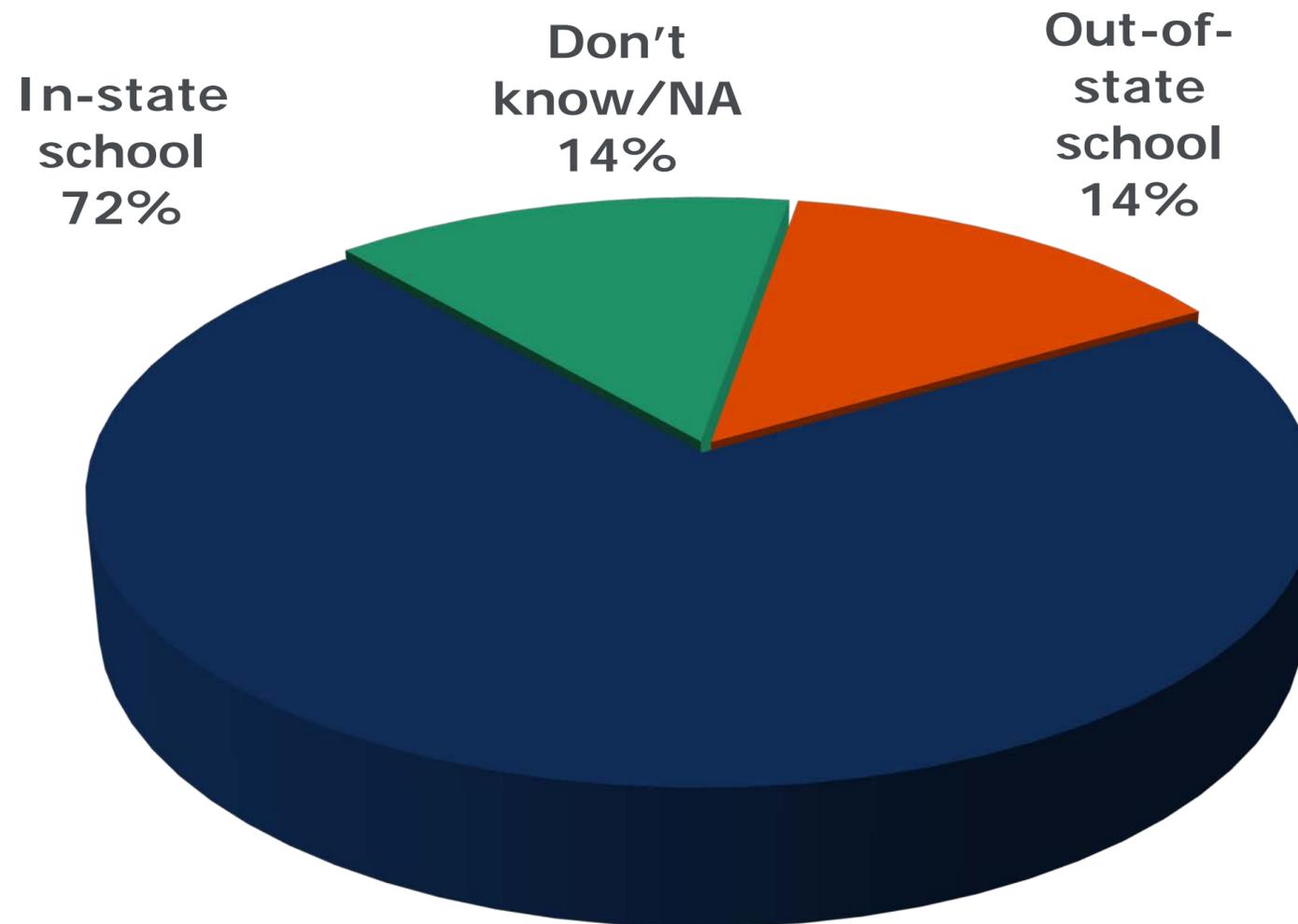




Recommending a University

Wide Majority Would Recommend an In-State School

“If you were going to recommend a college or university to a friend or family member, would you be more likely to recommend an in-state school or an out-of-state school?” (Q8)

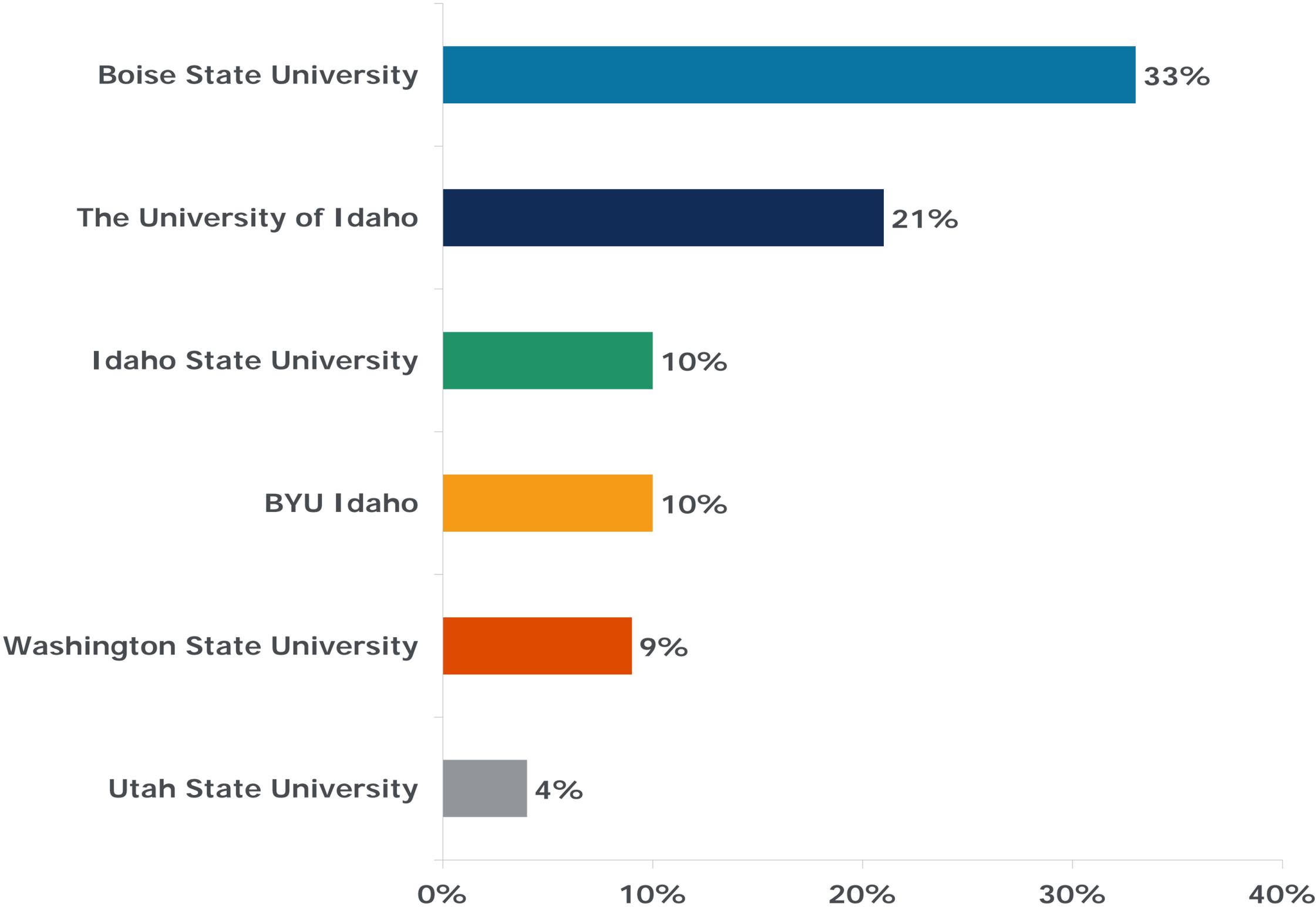


Historic comparison	2012	2016
In-state school	75%	72%
Don't know/NA	10%	14%
Out-of-state school	15%	14%

University Recommendation



“Which one of the following universities would you most likely recommend to a friend or family member?” (Q9)



Reasons for Recommending UI and BSU

IF UNIVERSITY OF IDAHO: "Why would you recommend the University of Idaho?" (Q10A, N=107)
IF BOISE STATE UNIVERISTY: "Why would you recommend Boise State University?" (Q10D, N=167)

I attended school/graduated from there/have friends/family members who attend/have attended

Good programs/curriculum (general)

Good school/good reputation

Most familiar

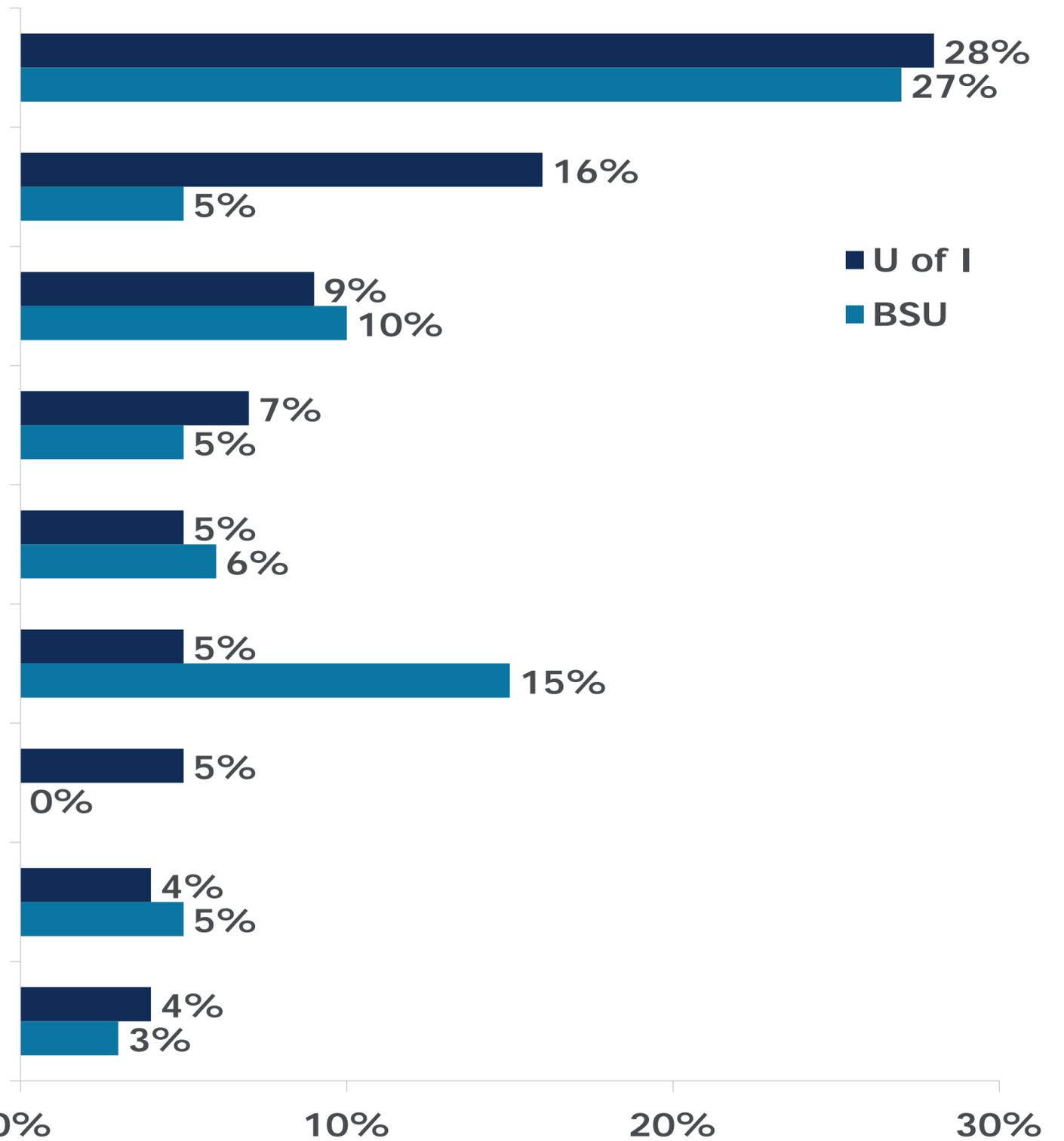
Heard positive things about it

Close to my home/in my area

Beautiful/nice campus

Affordable

In-state



Note differences on programs/curriculum and location.

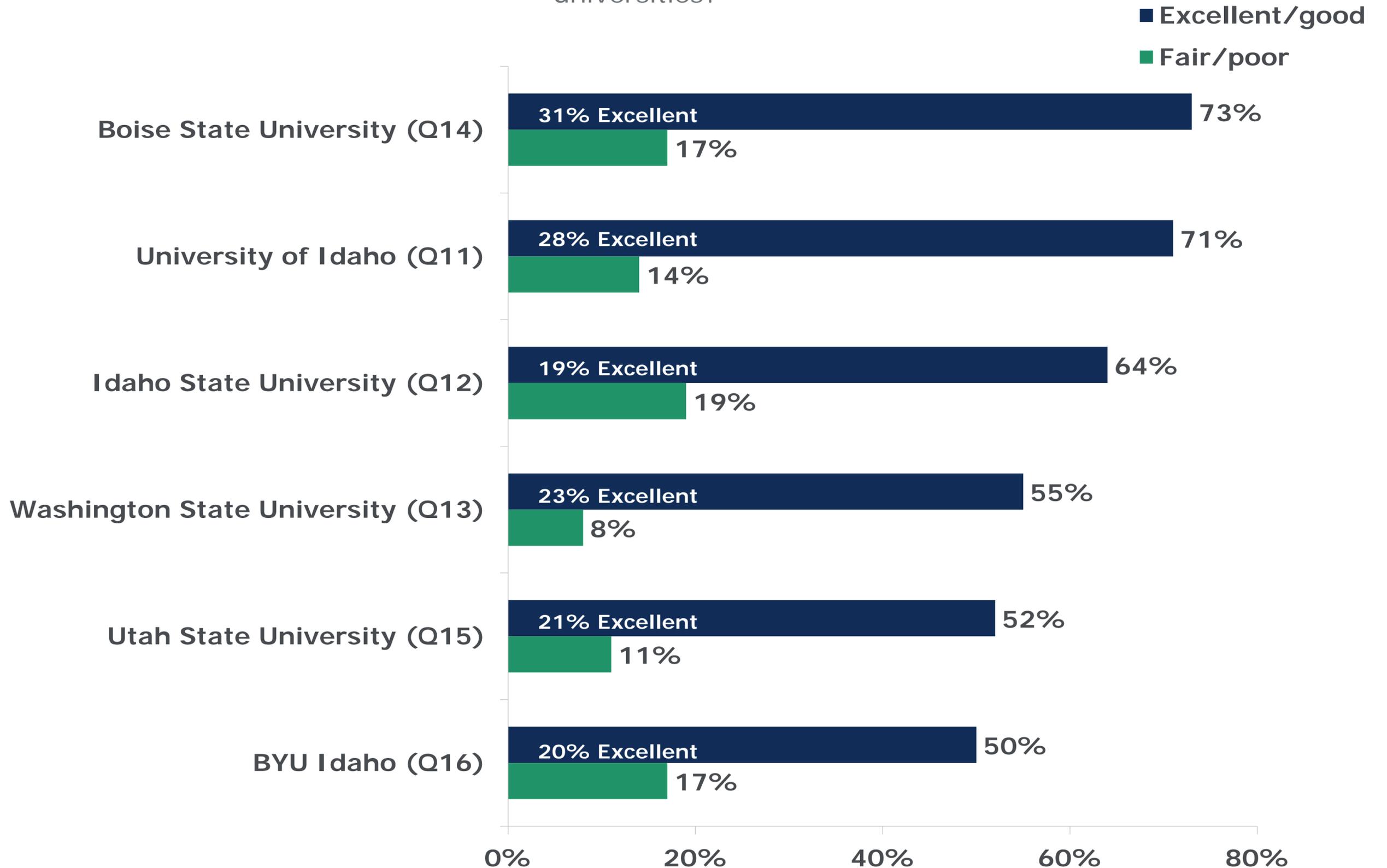


Rating University Education Quality

Rating Education Quality

UI and BSU enjoy similar ratings.

“Based on what you know or have heard, how would you rate the quality of education at each of the following universities?”



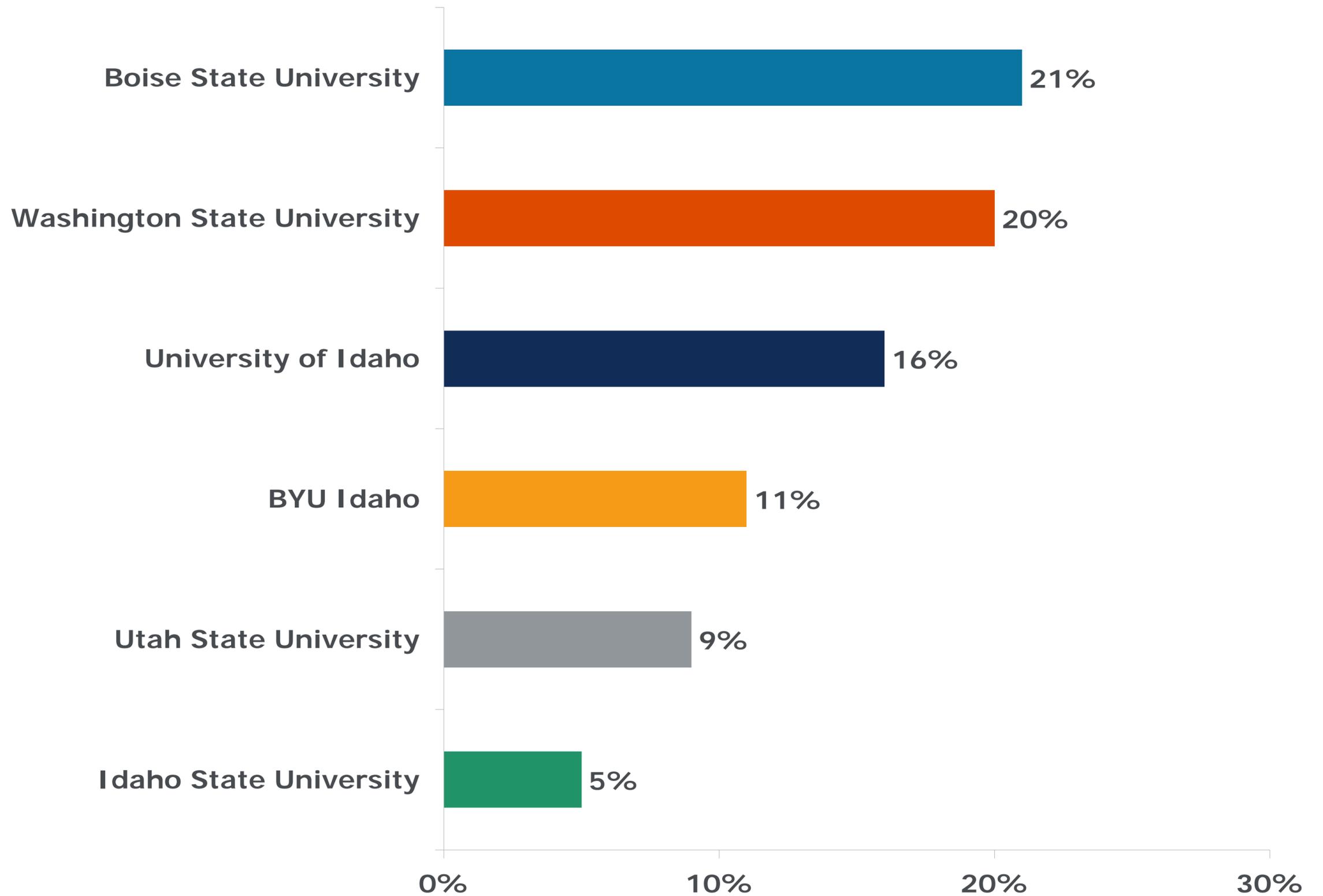


Leading Academic University

Leading Academic University



“Which one of those universities do you consider to be the leading academic university?” (Q17)



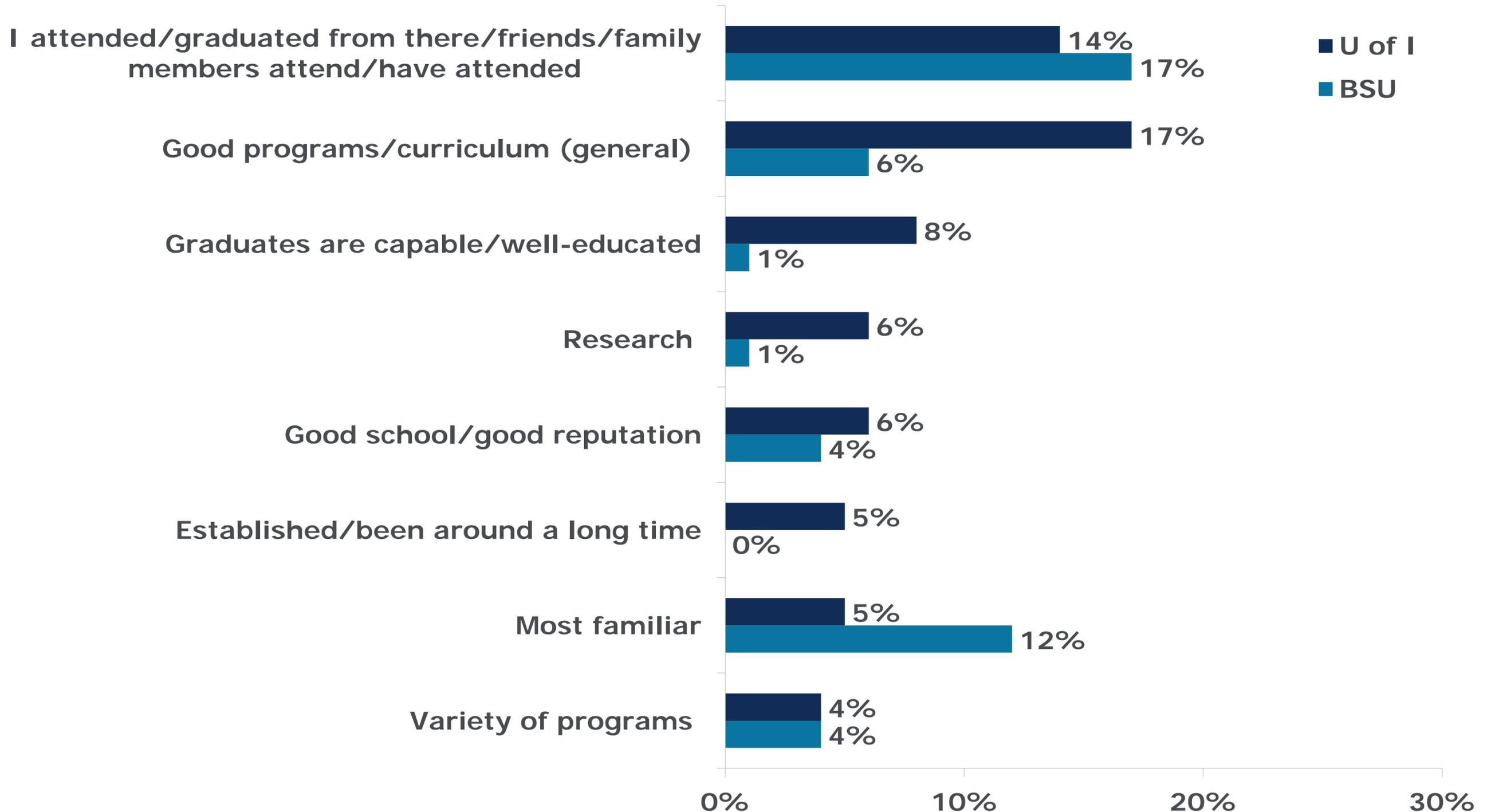
Leading Academic University: *Key Subgroups*

	All	Kids enrolled/thinking about college/university?		
		Yes, currently enrolled	Yes, thinking	No
Boise State University	21%	25%	13%	22%
Washington State University	20%	23%	22%	19%
University of Idaho	16%	8%	20%	16%
BYU Idaho	11%	16%	9%	11%
Utah State University	9%	9%	9%	8%
Idaho State University	5%	4%	11%	4%

UI is tied with WSU in households where college is being considered.

Reasons for Choosing UI and BSU as Leading Academic University

IF UNIVERSITY OF IDAHO: "Why do you say University of Idaho is the leading academic university?" (Q18A, N=78)
IF BOISE STATE UNIVERSITY: "Why do you say Boise State University is the leading academic university?" (Q18D, N=103)

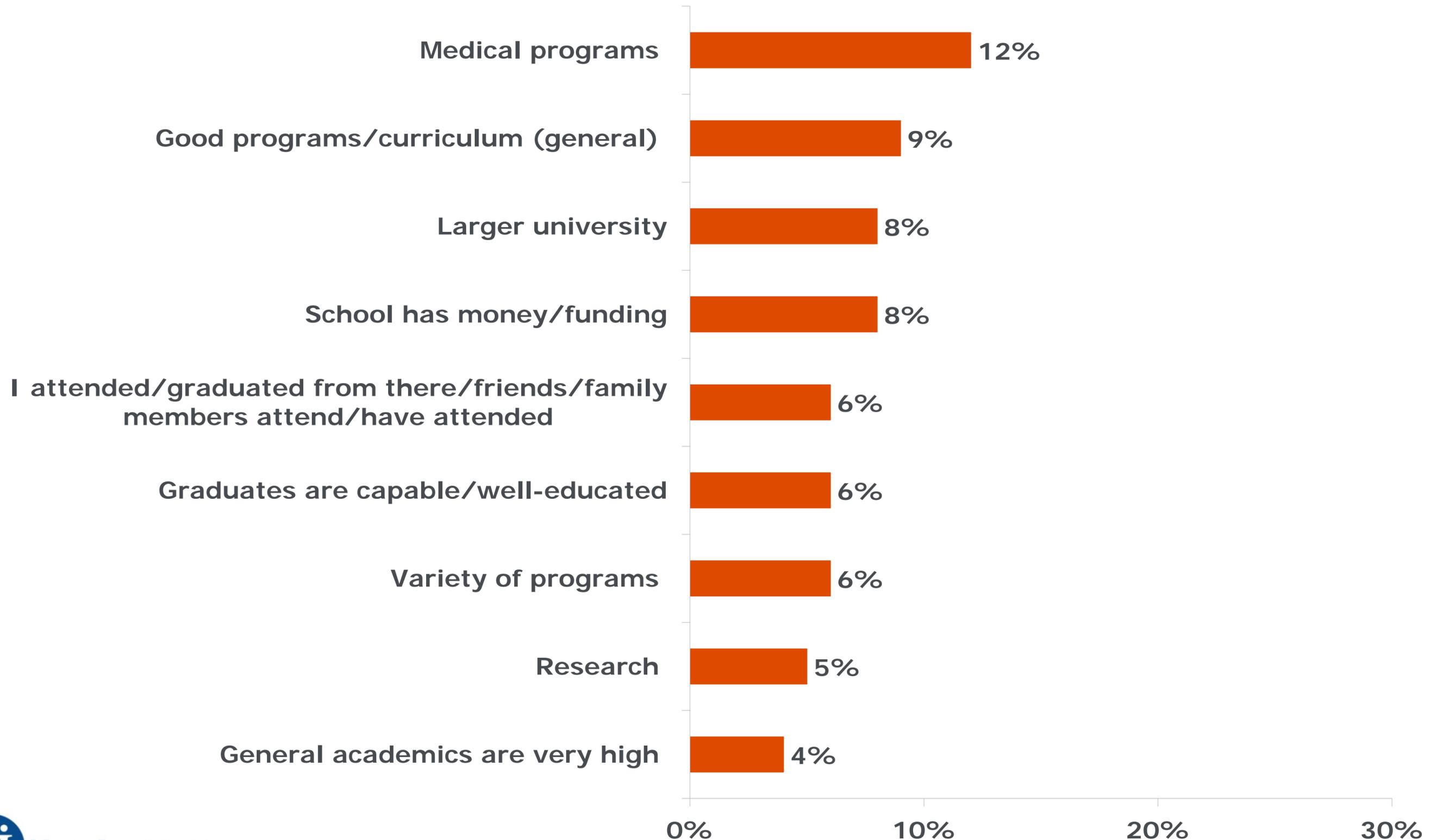


**UI leads in programs/curriculum, capable grads and research.
BSU leads in familiarity.**

Reasons for Choosing WSU as Leading Academic University



IF WASHINGTON STATE UNIVERSITY: "Why do you say Washington State University is the leading academic university?" (Q18C, N=100)

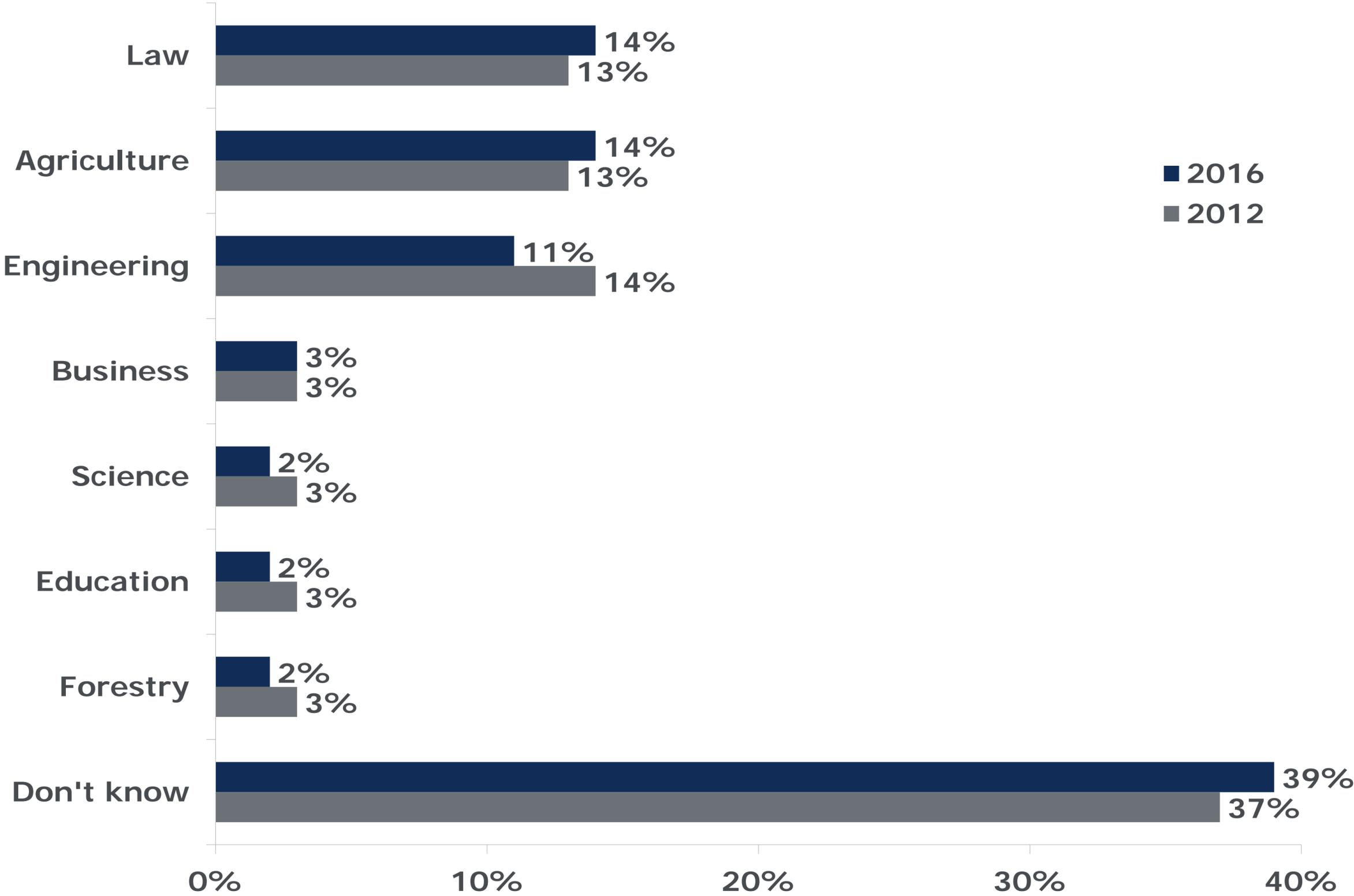




Most Prominent Academic Programs

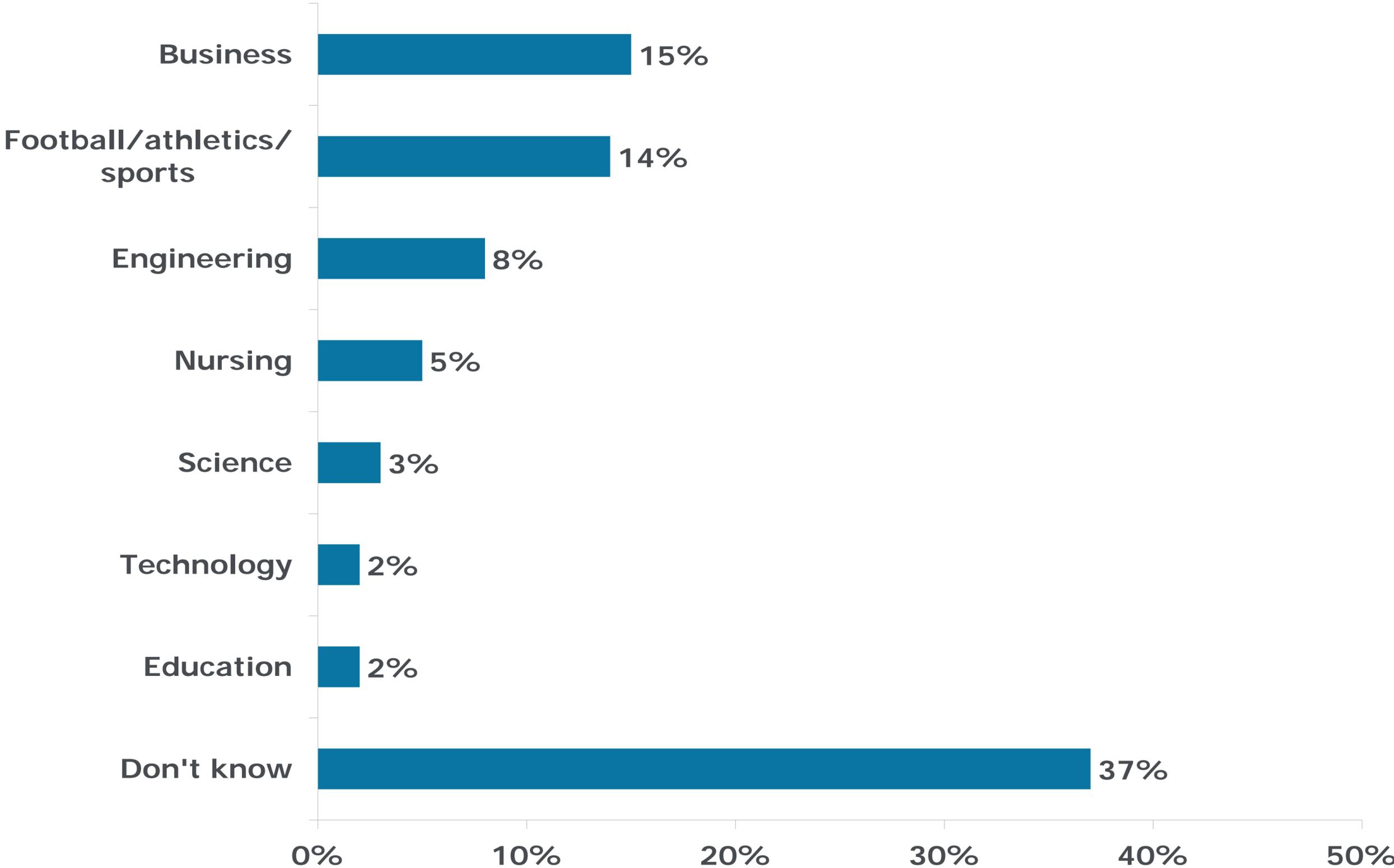
Major Academic Programs at the University of Idaho

"In your opinion, what academic program is the University of Idaho most known for?" (Q19)

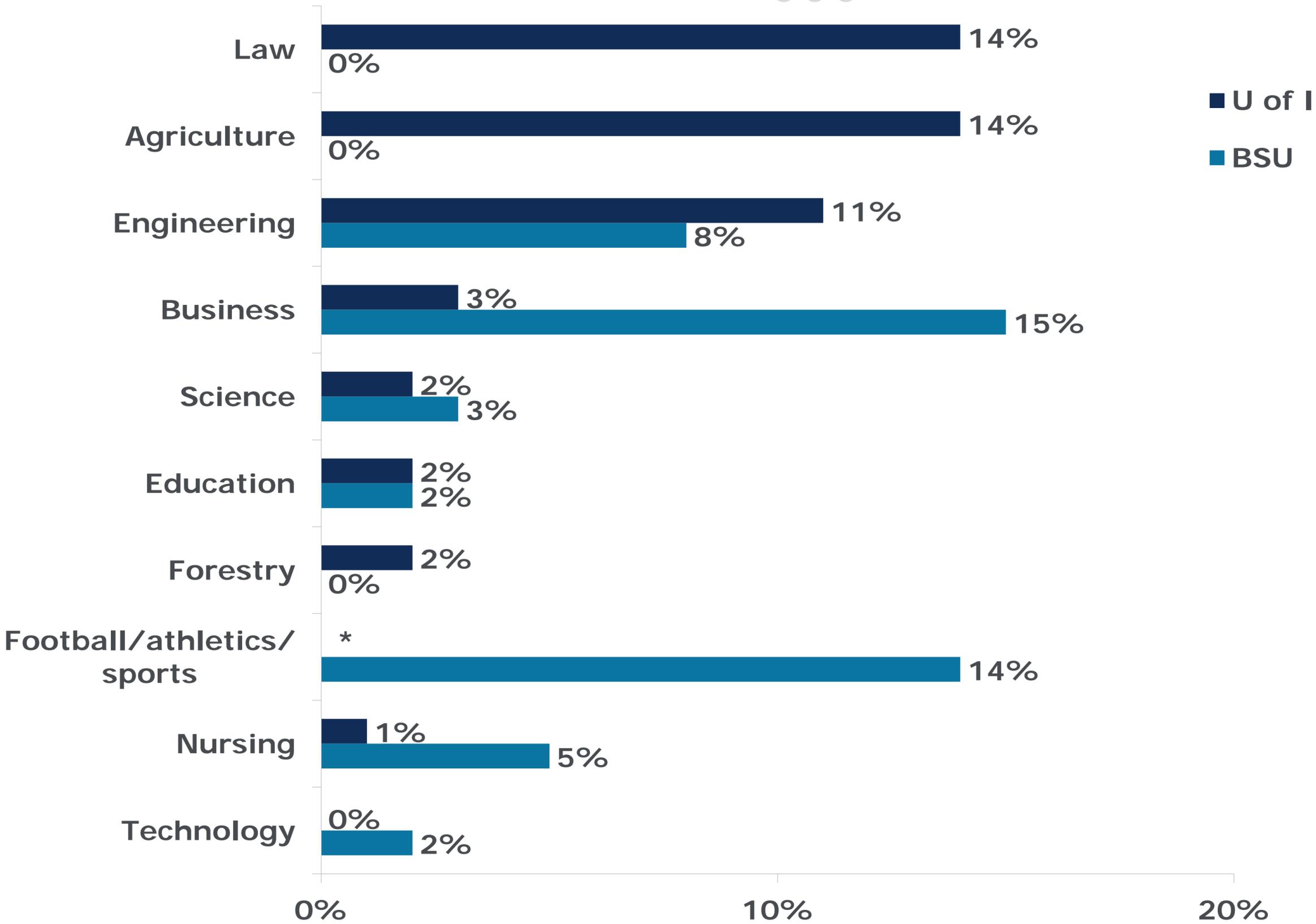


Major Academic Programs at Boise State University

“In your opinion, what academic program is Boise State University most known for?” (Q22)



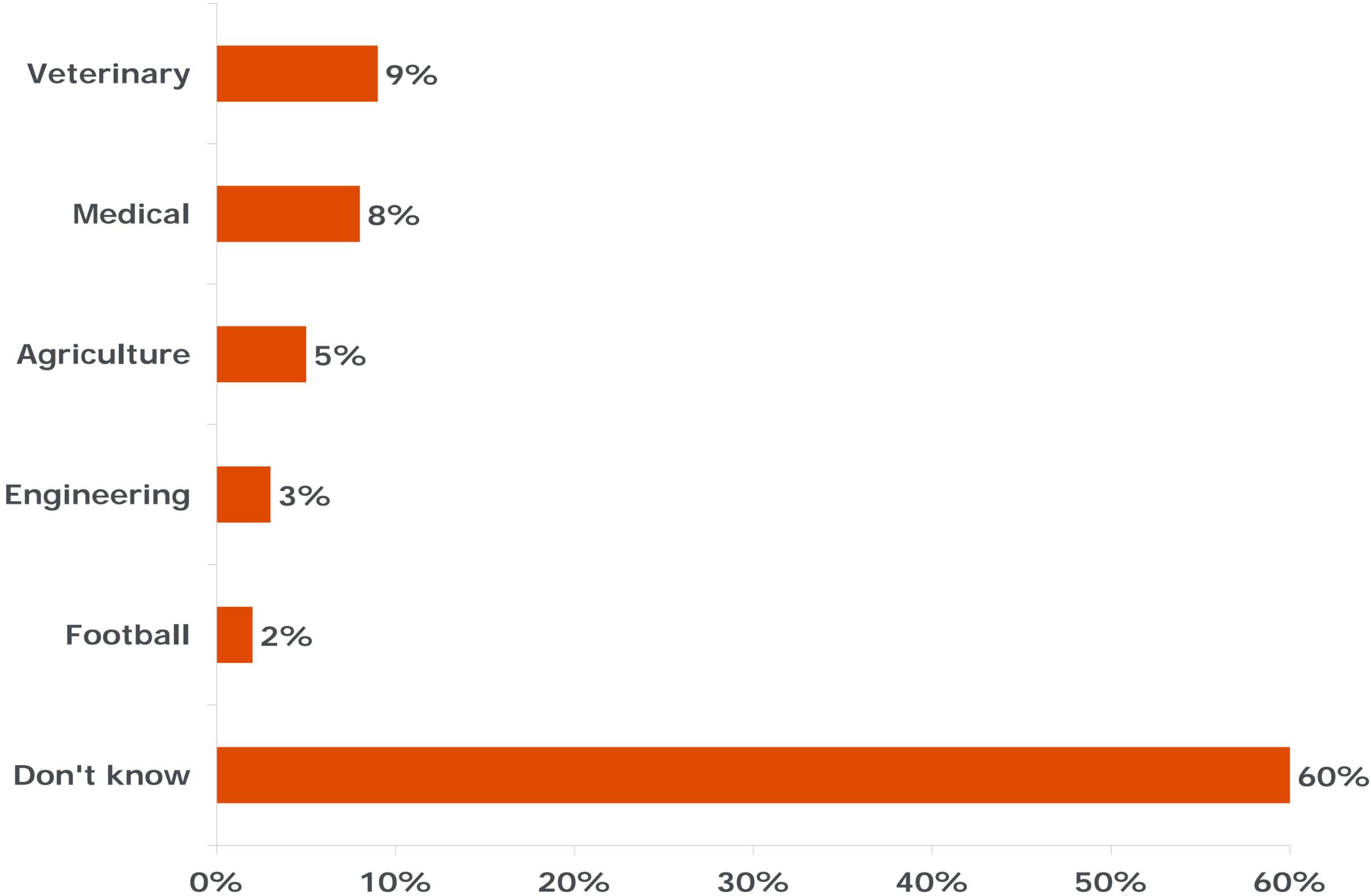
Comparing Major Academic Programs at UI and BSU



* Less than one-half of one percent

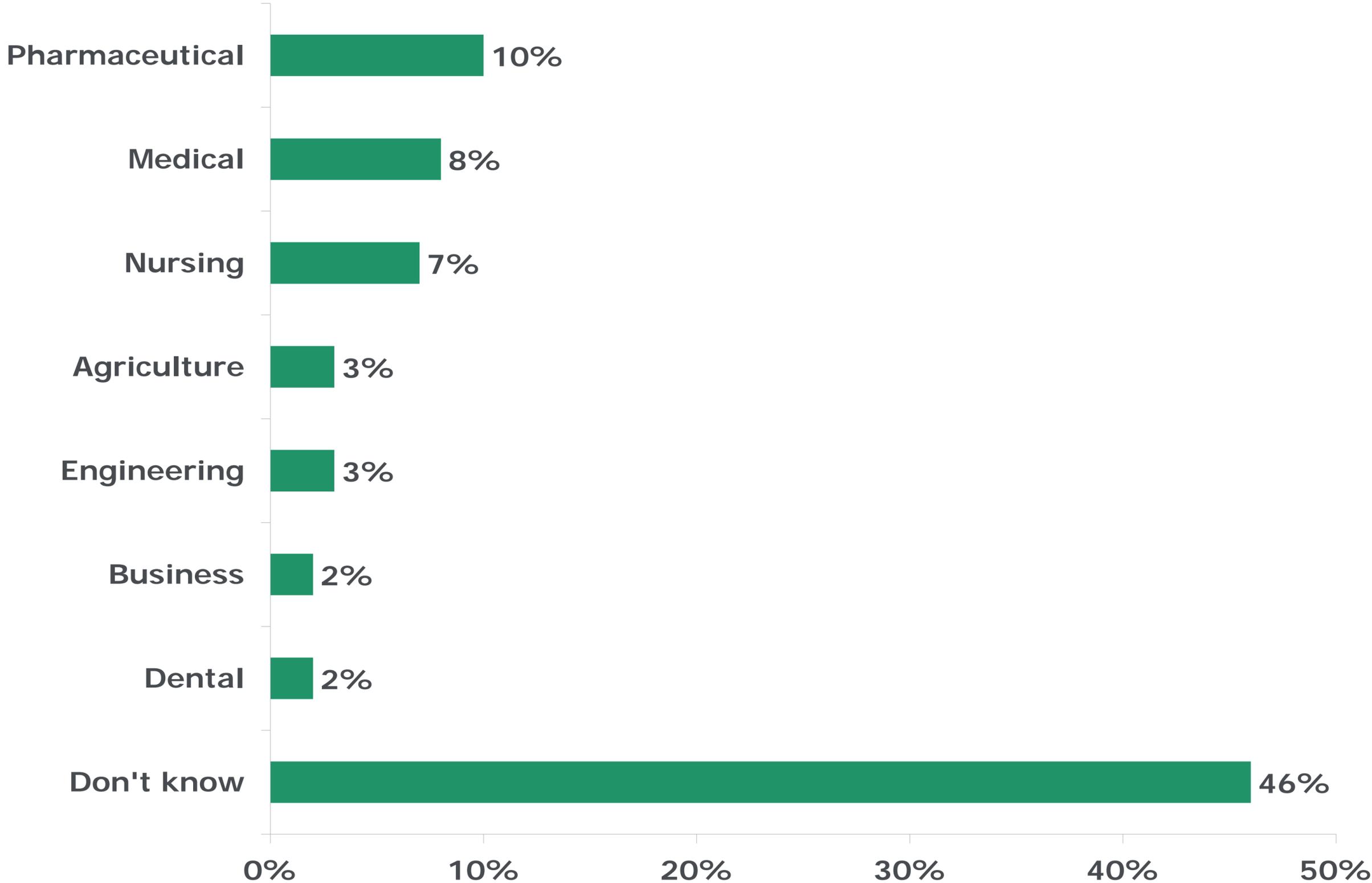
Major Academic Programs at Washington State University

“In your opinion, what academic program is Washington State University most known for?” (Q20)



Major Academic Programs at Idaho State University

“In your opinion, what academic program is Idaho State University most known for?” (Q21)





**Which University Best Fits Each
Description?**

Which University Best Fits Description?

“I’m going to read a series of statements about six major public universities. Please tell me, in your opinion, which university best fits each description.”

	Don't know/ other	University of Idaho	Boise State University	Washington State University	Idaho State University	Utah State University	BYU Idaho
Has the highest graduation rate (Q32)	43%	10%	12%	5%	5%	5%	19%
Has the best faculty (Q25)	37%	12%	19%	9%	4%	6%	12%
Provides the most opportunity for student research (Q28)	31%	14%	20%	15%	9%	8%	3%
Has the best research program (Q27)	28%	14%	18%	20%	8%	10%	2%
Best prepares students for a successful career after college (Q30)	27%	16%	20%	11%	8%	5%	13%
Is the most affordable (Q31)	27%	16%	15%	1%	22%	2%	17%
Provides students with the best overall college experience (Q26)	19%	19%	26%	10%	5%	7%	14%
Has the best athletic programs (Q29)	7%	2%	69%	12%	2%	6%	3%

Higher levels of no opinion represent opportunities for defining images.

UI Does Well Among Prospective University Student Households



UI leads the other five universities when it comes to:



Providing students with the best overall college experience

UI is a leader in three other key areas:



Has the best research program.



Provides the most opportunity for student research.



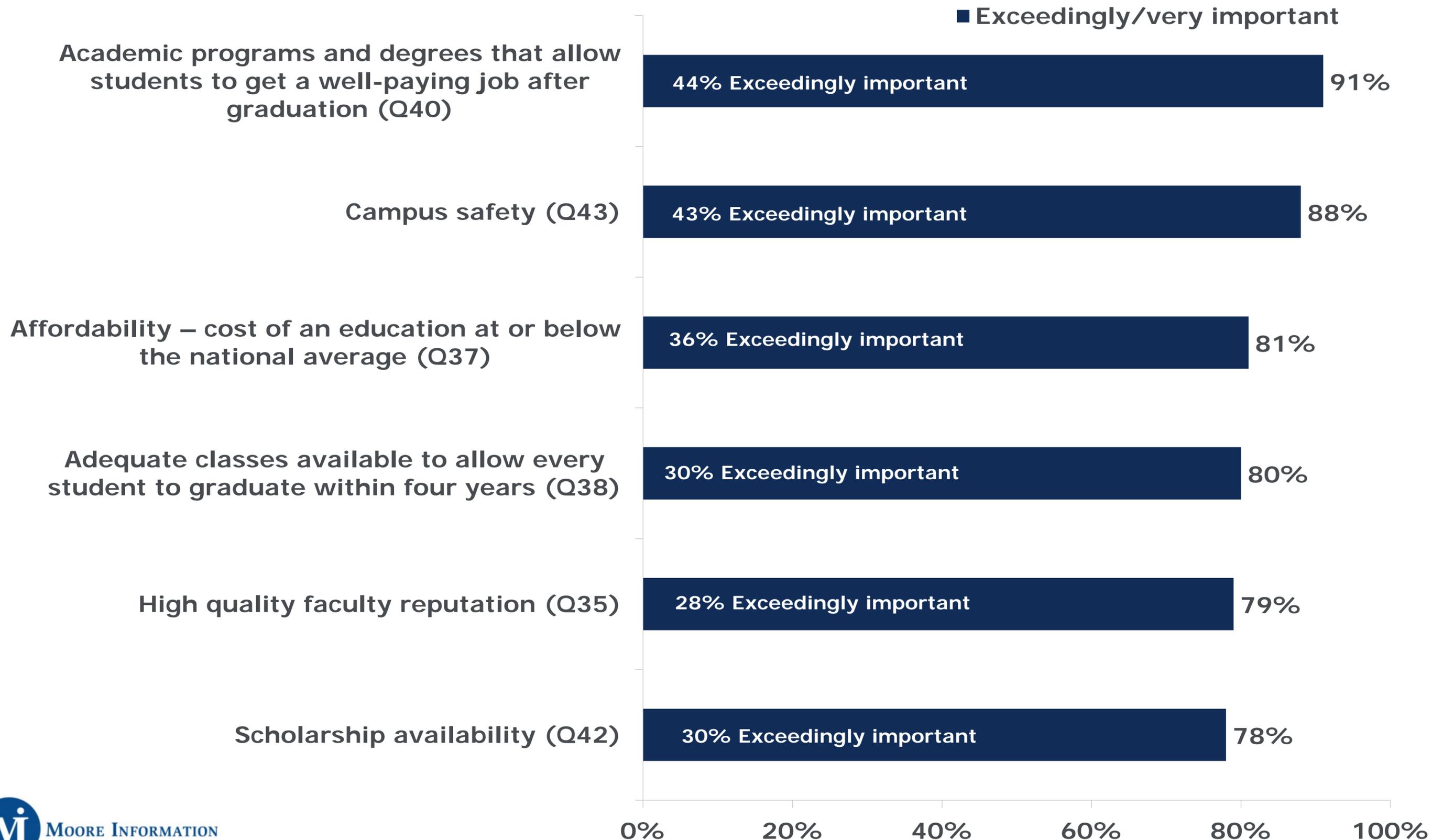
Best prepares students for a successful career after college.



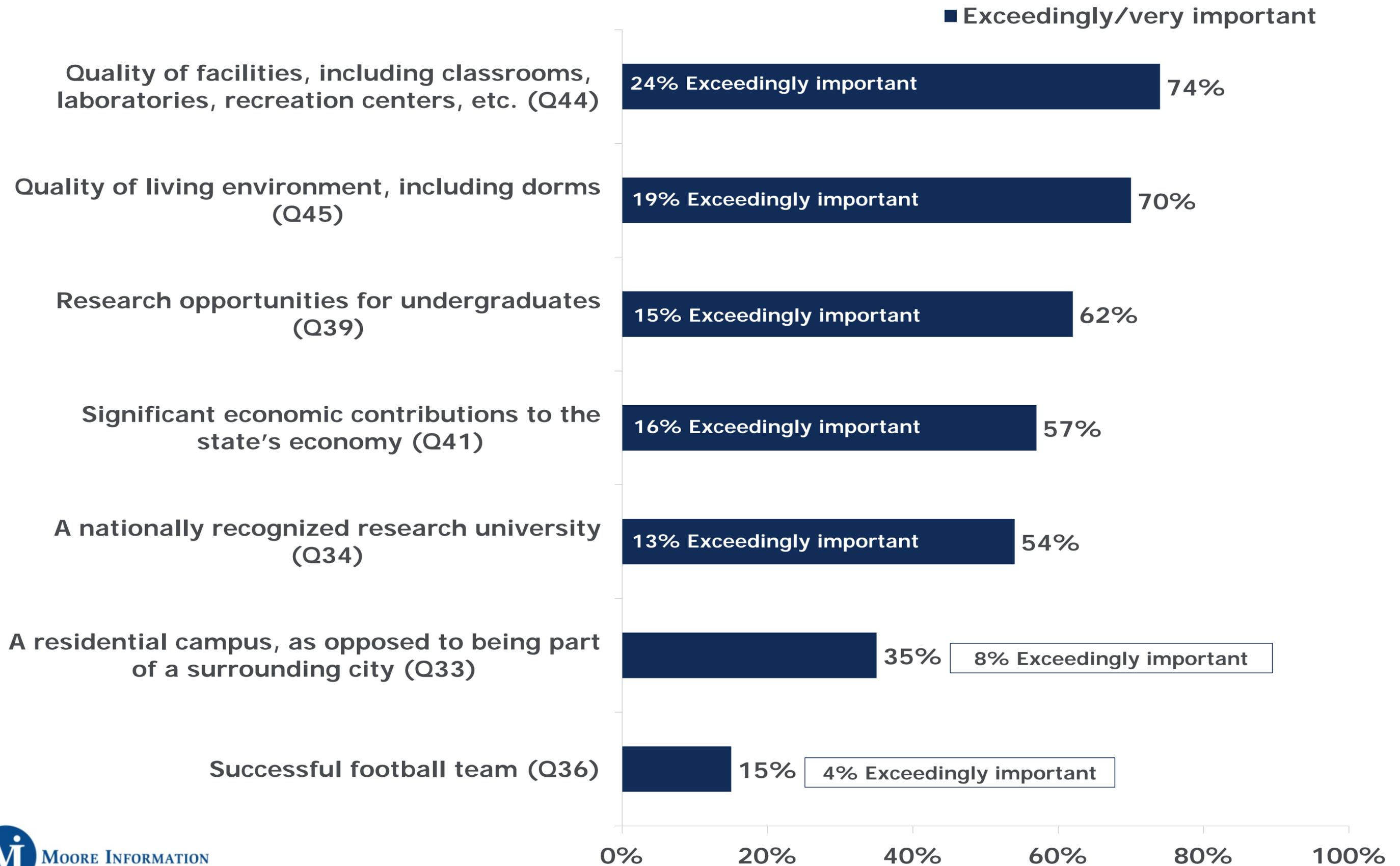
University Considerations

University Considerations - 1

“Please tell me how important you believe each of the following is when considering a university, exceedingly important, very important, somewhat important, not at all important?”



University Considerations - 2



Most Important University Considerations: *Key Subgroups*

Ada County residents

- Campus safety.
- Academic programs/well paid job after graduation.

Spokane TV market residents and prospective student households

- Academic programs/well paid job after graduation.
- Campus safety.
- Affordability/cost below national average.

Post grads (17+ years education)

- Academic programs/well paid job after graduation.
- Campus safety.
- High quality faculty reputation.

University of Idaho alumni

- Academic programs/well paid job after graduation.
- Affordability.



UI Messaging



“Here are some statements about the University of Idaho. Please tell me if you would be more likely or less likely to recommend the University of Idaho to a friend or family member if you knew each of the following were true. If it makes no difference to your opinion, just say so.”

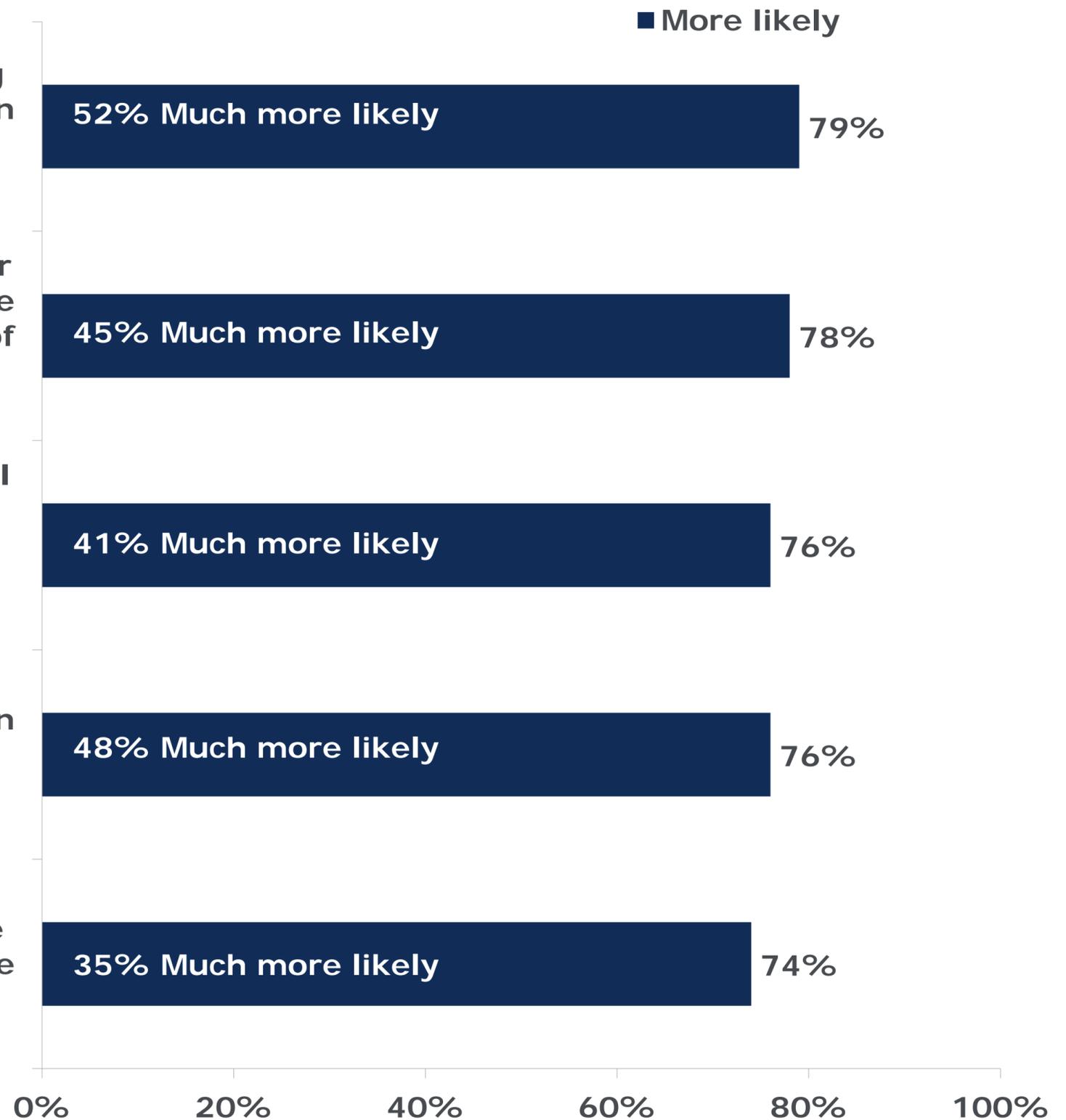
The University of Idaho offers more scholarship funding to students than any other four-year, public institution in the state. In fact, it offers more scholarship funding than all public institutions in the state combined. (Q63)

The University of Idaho is the top university in Idaho for graduate earnings, according to the 2015-2016 PayScale College Salary Report, and has the highest percentage of science, technology, engineering and math degrees. (Q53)

Cutting edge research centers and facilities make U of I the unrivaled choice for undergrad research opportunities....most undergraduate students in research-related fields have opportunities to conduct hands-on research with their faculty mentors. (Q51)

Forbes Magazine ranks the University of Idaho third in the West for affordability among major universities. (Q52)

The University of Idaho offers undergraduates the opportunity to do independent research outside the classroom. (Q61)





■ More likely

The graduation rate at the University of Idaho is higher than any other four-year, public university in Idaho. (Q50)



The University of Idaho's \$100 million dollar research program is the best in the state and is on par with national research universities. (Q59)



The average salary of University of Idaho graduates is higher than the national average, and higher than any other four-year public university in Idaho. (Q56)



University of Idaho students are more likely to graduate in four years than students of any other four-year, public university in the state. (Q62)



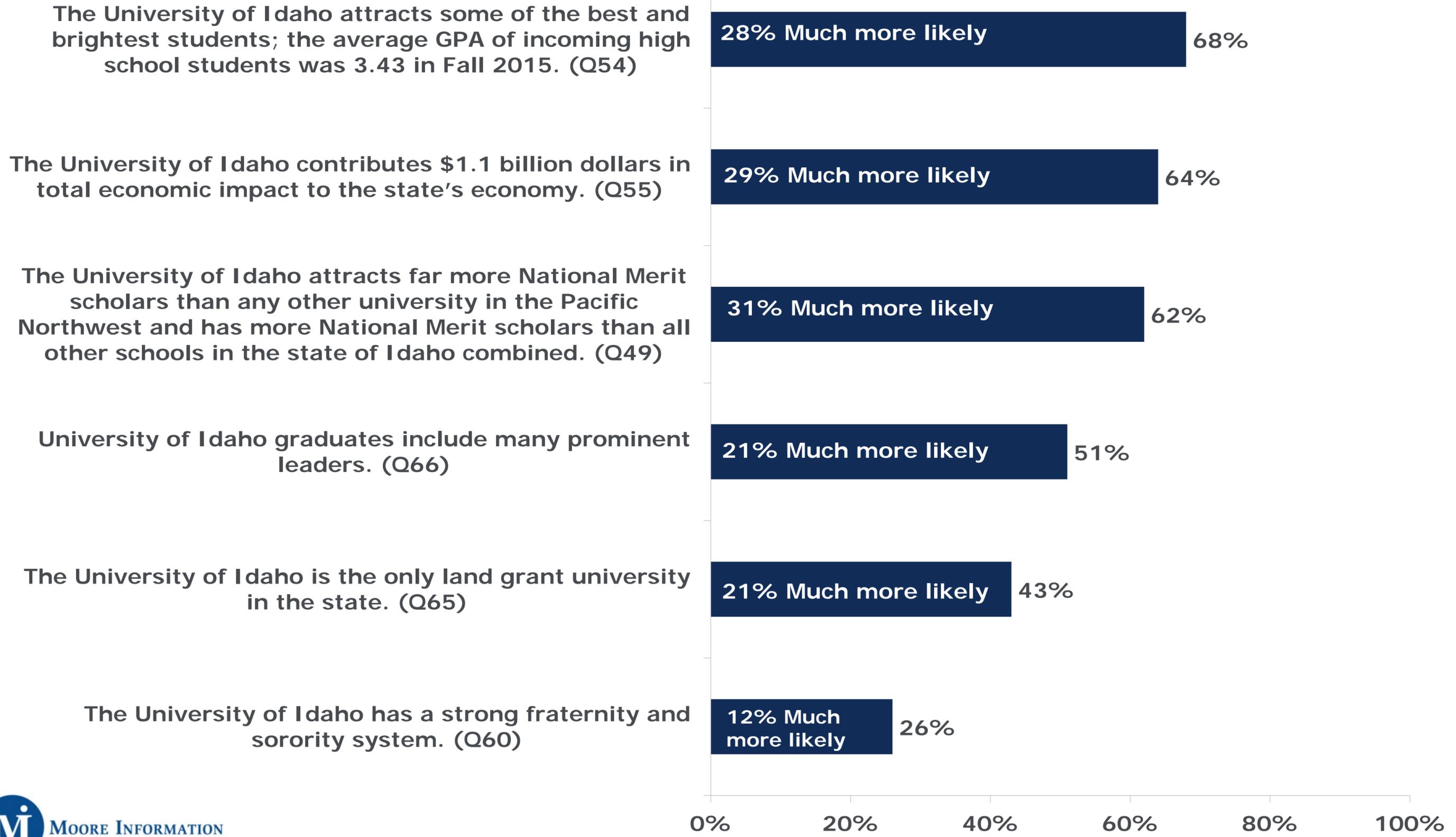
The University of Idaho is a leading national research university. (Q64)



0% 20% 40% 60% 80% 100%



■ More likely



Most Effective UI Messages: *Key Subgroups*

Ada County residents, post grads and alumni

- UI offers more scholarship funding to students than any other four-year, public institution in the state.

Spokane TV market

- UI offers more scholarship funding to students than any other four-year, public institution in the state.
- UI is the top university in Idaho for graduate earnings.

Prospective student households

- UI offers more scholarship funding to students than any other four-year, public institution in the state.
- A variety of other messages are tied for 2nd place.



Key Findings

UI Statewide Image Overview



The University of Idaho has maintained its widely positive image throughout the state over time.

- UI trails BSU slightly in overall image rating, “most highly recommended university” and “leading academic university.”

BUT...

- BSU’s lead over UI in these areas is due more to BSU’s *location and football team* rather than perceptions that it is a *higher quality* institution.



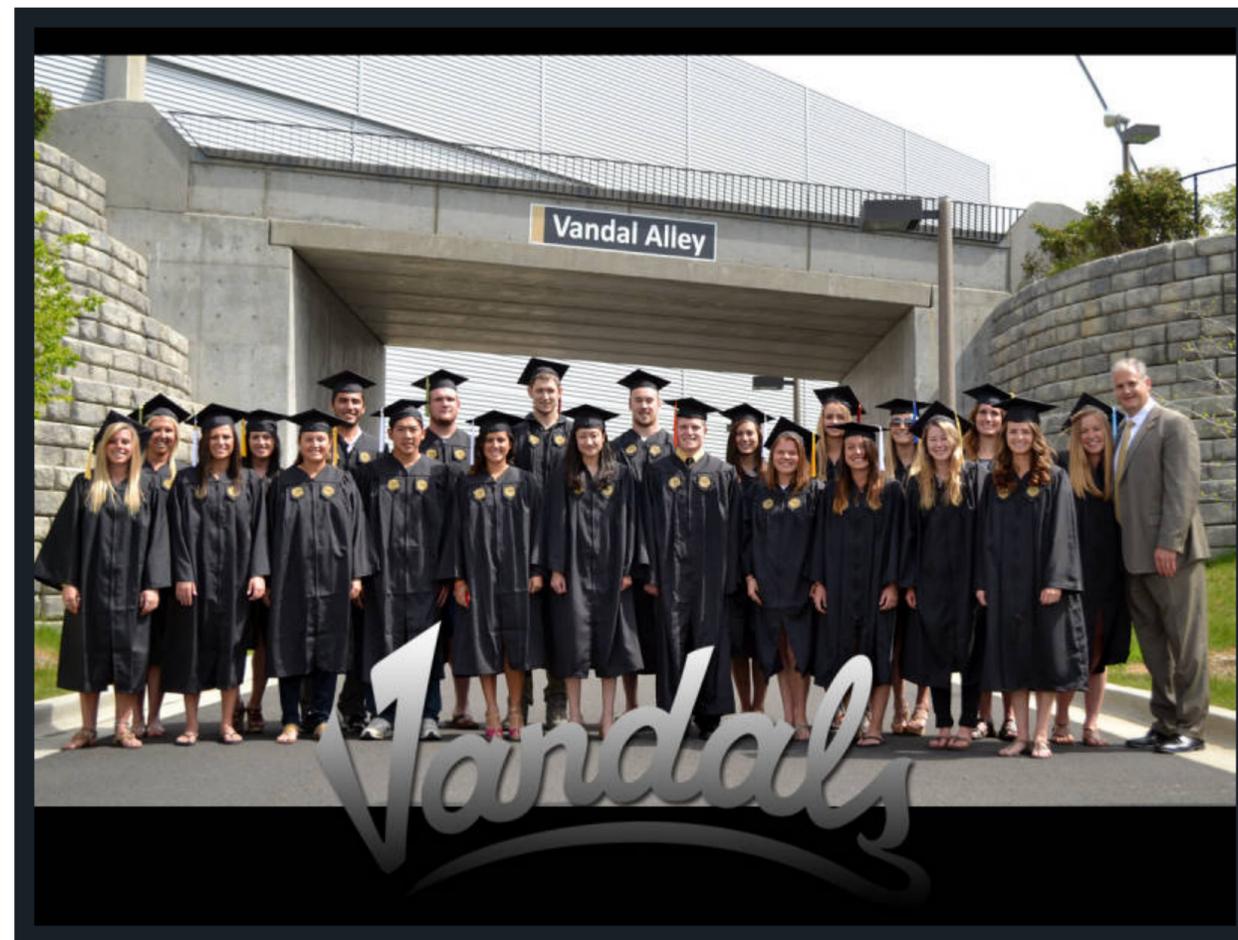
UI Statewide Image Overview

39

...

UI and BSU lead the other universities when it comes to offering a high quality education.

- Both are equally likely to be perceived as offering a high quality education, more so than any other institution tested in the survey.



UI Statewide Image Overview



UI and BSU are viewed very differently when it comes to academic programming.

- UI is more likely to be known for law, agriculture and engineering.
- BSU is more likely to be known for its sports programs (especially football) and business degrees.

University of Idaho
College of Law

University of Idaho
College of Agricultural and Life Sciences

University of Idaho
College of Engineering

UI Statewide Image Overview

41



UI has made significant inroads against BSU among prospective university student households.

- Despite BSU's geographic advantages UI is perceived by parents of prospective students as the state's leading academic university and providing the best overall college experience.



Maintaining Relevance: *Major Considerations*

UI is well positioned to maintain its relevance statewide.

The four themes most important to key audiences are:

1

Academic programs and degrees that allow students to get well-paying jobs after graduation.

2

Campus safety.

3

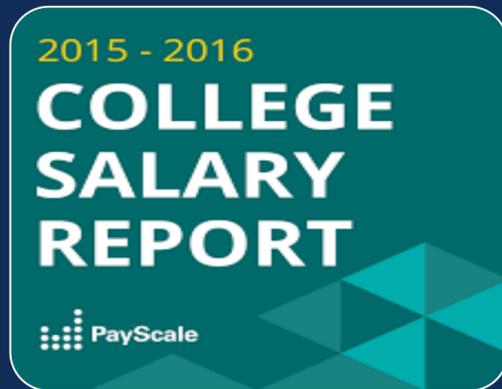
Affordability/cost of education at/below the national average.

4

High quality faculty reputation.

Maintaining Relevance: *Most Important Considerations/Most Effective Messages - 1*

Outcomes: Academic programs/degrees that allow students to get a well-paying job after graduation.



“The University of Idaho is the top university in Idaho for graduate earnings, according to the 2015-2016 PayScale College Salary Report, and has the highest percentage of science, technology, engineering and math degrees.”



“The graduation rate at the University of Idaho is higher than any other four-year, public university in Idaho.”



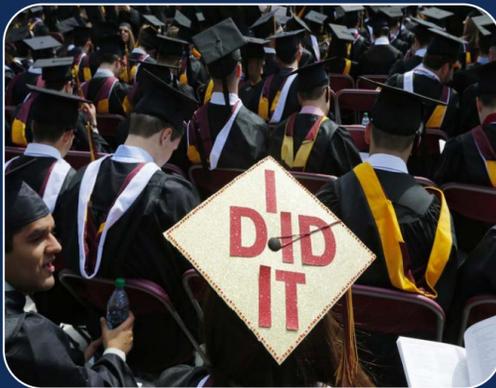
“The average salary of University of Idaho graduates is higher than the national average, and higher than any other four-year public university in Idaho.”

Maintaining Relevance: *Most Important Considerations/Most Effective Messages - 2*

Affordability: Cost at or below national average



“The University of Idaho offers more scholarship funding to students than any other four-year, public institution in the state. In fact, it offers more scholarship funding than all public institutions in the state combined.”



“University of Idaho students are more likely to graduate in four years than students of any other four-year, public university in the state.”

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #9

**3:30 p.m. - Tuesday, October 18, 2016
Brink Hall Faculty-Staff Lounge & Skype for Business**

Order of Business

- I. Call to Order.**
- II. Minutes.**
 - Minutes of the 2016-17 Faculty Senate Meeting #8, October 11, 2016 (vote)
- III. Chair's Report.**
- IV. Provost's Report.**
- V. Other Announcements and Communications.**
 - Benefits Advisory Group (Terwilliger)
 - Animal Control Task Force (Ewart)
- VI. Committee Reports.**
- VII. Special Orders.**
- VIII. Unfinished Business and General Orders.**
- IX. New Business.**
- X. Adjournment.**

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #8

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #8, Tuesday, October 11, 2016

Present: Adekanmbi, Anderson (Mike), Anderson (Miranda), Barbour, Boschetti, Brandt, Brewick, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Fisher, Folwell, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Morrison, Nicotra, Panttaja, Payant, Pregitzer, Stegner, Vella, Wiencek (w/o vote), Wolf. **Absent:** Donohoe, Markuson, Sixtos. **Guests:** 9

The Chair called meeting #8 to order at 3:30. A motion (Panttaja/Foster) to approve the minutes for the October 4th meeting passed without objection.

Chair's Report: Chair Brandt announced that mid-term grades are due on Monday, October 17th. She also called attention to the fact that the list of new faculty and administrators is now on the Provost website.

FS-17-008rev: FSH 3320 Annual Evaluation (pilot form) minor edit. Chair Brandt noted that Senate Leadership had put the Annual Evaluation Pilot Form back on the agenda to make a minor change. The error is in the policy fix for FSH 3320 that Senate passed last week. In the section termed "Approach during Pilot Study" the proposal referred to section C-1, but it should have referred to "C". Senate Leadership thought this was a minor edit, but it was important to refer people to the right section. A motion (Nicotra/Folwell) to approve the suggested change passed unanimously.

Chair Brandt also commented on the recently passed position description form. We have previously discussed that faculty should be encouraged to use the new form. However, the Provost and the Senate Leadership have agreed that it might be a good idea to ask the President to approve the new form as an emergency policy. An emergency policy allows the provision to go into effect for 180 days until the policy can be approved at a UFM. Such an action would also allow the Faculty Secretary to remove the old form off the website and help to avoid confusion.

Provost's Report: Provost Wiencek announced that after discussions with his team, he has decided to move directly into a search for the new Vice Provost for Academic Initiatives without having a search for an interim person to fill this role. Vice Provost for Strategic and Enrollment Management Dean Kahler will arrive on campus soon and in conjunction with Vice Provost Jeanne Stevenson the responsibilities of the Vice Provost for Academic Initiatives could be covered until the national search is completed. Those people who had been asked to serve on the interim search committee will be asked to be part of the new search committee for the permanent position. This committee will be chaired by Tom Gorman. There will be a welcome party for Dean Kahler next week. The Provost stated that he is happy that Vice Provost Kahler will be here soon and will be able to focus on the vital issue of enrollment management.

Provost Wiencek commented briefly on two items that have been in the news. A fraternity has been suspended. There was no attempt to keep this a secret but it is an active investigation and it is sometimes easier to get people to cooperate when the issue is not in the news. The Provost believed that a recent editorial from the local newspaper had not accurately covered the enrollment situation. The final totals for this semester are not yet available and he expressed optimism that our enrollment was headed in the right direction.

FLSA Regulation Changes: Chair Brandt welcomed back Executive Director of Human Resources Wes Matthews to discuss changes to the Fair Labor Standards Act. The most recent changes to the FLSA involve how employees are classified. Exempt employees are not eligible for overtime under the FLSA. The new

regulations establish a new salary test for determining exempt employees. The new salary threshold is \$47,476 on an annual basis. Teachers are not covered by this regulation.

The University currently has around 140 employees who are classified as exempt, but do not meet the new salary test. Many of these employees are post-docs. The UI has to determine whether it would be best to raise an exempt employee to the needed salary level or to move the person to a classified (non-exempt) status.

Determining the market rate of the position is one of the factors being used to help determine whether to raise the employee's salary or change them to non-exempt status. Changing to a non-exempt status can affect benefit packages as well as requiring the physical tracking of hours worked. Changing from exempt to non exempt status also can create complications with state regulations over how leave is accrued. The University is working with the employees affected by this change to resolve these issues. The effective date of the new regulation is December 1st, although there is a possibility that this could be extended. A Senate member asked if a person making lower than the threshold might make more by working overtime. Mr. Matthews stated that this was a possibility and was another factor that should be considered in determining whether to raise the salary.

Report on Student Evaluation of Teaching Study. Chair Brandt introduced Dale Pietzrak, Director of Institutional Effectiveness and Accreditation to discuss the recent changes to the student evaluation of teaching forms. Mr. Pietzrak noted that the attempts to change this form started well before he arrived. President Staben had expressed a concern that the adoption of new forms might lead to results that weren't consistent with previous results. Thus they are studying the results from the new forms and seeking to determine if the results are consistent. If they can validate the results from the new forms, we will be able to transition to the new forms on a permanent basis. This validation study will be conducted both fall and spring semesters of this year. At this time Mr. Pietzrak doesn't anticipate any issues. A Senator asked about online courses and whether some of the questions on the new form were applicable to online courses. Mr. Pietzrak stated that this was part of what was considered last year. He noted that historically there hasn't been a significant difference between response patterns of those taking online courses and face-to-face courses.

Chronicle of Higher Education Survey. Mr. Pietzrak and Provost Wiencek both reported on the recently released results of the Chronicle survey of UI employees. Mr. Pietzrak briefly discussed the differences between the HERI study and the Chronicle survey called "Great Colleges to Work For". The HERI study is conducted of faculty every three years. The Chronicle survey was conducted last year and includes administrators, faculty and staff. It is intended to provide a more global and holistic study of satisfaction in the workplace. This survey allows the UI to compare the attitudes of its employee's to other universities. The Chronicle survey went out to 600 UI employees and obtained a 24.2% response rate. The results are in the Senate packet and can be viewed on the Provost website. Mr. Pietzrak noted that overall, the UI fell in the fair/moderate area although we were weakest in faculty, administration and staff relations and shared governance.

Provost Wiencek noted that as the strategic plan was being developed last year it was clear that workplace environment was an issue that needed to be addressed. He felt that using this survey would be desirable. In the future, we could do some oversampling which might allow us to look more closely at individual colleges. One of the advantages of this survey is it allows us to get a glimpse of what different types of employees think. The Provost noted that while administrators seemed to think things are great, the faculty did not and the staff was somewhere in between. We want to use this as a tool to change our own behavior and to address our shortcomings. We should see this as a baseline and our goal is to get up to

“good” in our average score. The Provost outlined a plan we might use to begin to address the issues raised by the survey. He has already begun to address issues regarding the teaching environment by moving towards a Center for Teaching Excellence. Compensation and Human Resource policies are also being addressed. At the recent leadership retreat, administrators have looked at problems identified by the survey and suggest actions that should be taken. Provost Wiencek suggested that groups representing faculty, exempt and classified staff might try a similar exercise. He felt that Faculty Senate and Staff Council should take the lead to organize groups to conduct such a similar exercise. The goal should be to produce a “white paper” suggesting the most important initiatives to be undertaken. Ultimately, these initiatives should be reflected in cascading plans and the UBFC process.

A Senator wondered how many faculty should be in the groups and whether this might be done within departments. The Provost felt it was up to the Senate how large the groups were, but he did not believe that doing this by departments was a good idea and would be better to do this with groups that cut across colleges and departments. Another Senator asked if there was any way to tell whether the survey captured differences between those who had been here a long time and those who haven’t. The survey does not make this distinction. Dale Pietzrak noted that the Chronicle does not let anyone see the raw data from which the surveys are created. In the same vein, it was noted that the questions are standardized and we don’t get to choose. We could get college by college information, if we paid more and increased the sample size in order to get adequate samples from the colleges. A guest noted that the 2012 HERI survey produced similar results. There are consistent patterns that we should look at and address.

In response to a question, the Provost stated that we would probably be doing this survey yearly although we may skip the years when the HERI survey is done. A Senator suggested that we might get different results this year, since the point at which this survey was conducted, faculty and staff morale was particularly low and administrators had excessively rosy glasses. There were various comments about the need for including experts in qualitative research, the possible role played by the time of year the survey was conducted, and ended with the observation that faculty responded more positively to “job satisfaction” which suggests that faculty want to love their job. Chair Brandt brought the discussion to a close by suggesting that we should try to use our existing committee structure in developing working groups to respond to this survey.

FS-17-011: FSH 1640.22 - DFA Changes. This proposed change to the composition of the Campus Planning Advisory Committee addressed changes in administrative roles and titles. Thus instead of the Vice President for Finance and Administration being on the committee this was changed to the Vice President for Infrastructure. Patrick Hrdlikca, Senate Vice Chair and Chair of Committee on Committees noted that this administrative change also impacted other policies as noted on the coversheet. This change passed unanimously.

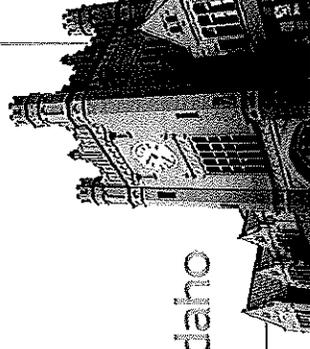
Adjournment: Perhaps in order to take advantage of the nice weather before being afflicted with “seasonal affective disorder”, the Chair entertained a motion (Wolf/Brewick) to adjourn at 4:37.

Respectfully submitted,

Don Crowley, Faculty Secretary &
Secretary to the Faculty Senate

2017 Key Plan Changes

- **NO Medical Plan Rate Increases!**
- HSA Employee Contribution Limit Increase
- Vision Plan - Ameritas Vision Perfect No Longer a Benefit Option
- PPO Prescription Drug Maximum Out-of-Pocket Increase
- Delta Dental Plus Plan Changes
- New Dental Plan Option - Willamette Dental
- <http://www.uidaho.edu/human-resources/benefits/annual-enrollment>



**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #8

**3:30 p.m. - Tuesday, October 11, 2016
Brink Hall Faculty-Staff Lounge & Skype for Business**

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #7, October 4, 2016 (vote)

III. Chair's Report.

- **FS-17-008rev:** FSH 3320 Annual Evaluation (pilot form) edit (vote)

IV. Provost's Report.

V. Other Announcements and Communications.

- FLSA Regulation Change (Matthews)
- Report on Student Evaluation of Teaching Study (Pietrzak/Wilhelmsen)
- Chronicle of Higher Ed Survey (Wiencek/Pietrzak)

VI. Committee Reports.

Committee on Committees:

- **FS-17-011:** FSH 1640.22, et. al. - DFA changes (Hrdlicka)(vote)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #7
FS-17-008rev
Survey Results
FS-17-011

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #7, Tuesday, October 4, 2016

Present: Adekanmbi, Anderson (Mike), Anderson (Miranda), Barbour, Boschetti, Brandt (Chair), Brewick, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Donohoe, Foster, Hiromoto (Idaho Falls), Hrdlicka (Vice Chair), Markuson, Morrison, Panttaja, Pregitzer, Stegner, Vella, Wiencek (w/o vote), Wolf.
Absent: Fisher, Folwell, Godfrey (Coeur d'Alene), Nicotra, Payant, Sixtos, **Guests:** 4

The Chair called meeting #7 to order at 3:30. A motion (Adekanmbi/Anderson) to approve the minutes for the September 27, 2016 meeting passed unanimously.

Chair's Report: Chair Brandt announced that the deadline for the next round of IRIC applications is October 19th. Regalia for the December graduation will be available in the Pitman Center until October 19th and online until the 28th. There will be a Health Fair in the Student Recreation Center on October 12th. Free flu shots will be available. The open enrollment period for Health Insurance Plans begins on October 17th and runs through November 7th. At our next Senate meeting there will be a report on changes in the health care plans.

Provost's Report: Provost Wiencek reminded Senators that President Staben's State of the University Address will be tomorrow (Wednesday). He expects the President to make some remarks on the Survey from the Chronicle of Higher Education. The Provost will have further reflections on this survey at next week's Senate meeting. The new College of Education building had its "ribbon-cutting" last week. The Provost urged Senators to visit the new building to take a look at the new classrooms and the Doceo Center.

The Provost thought that homecoming went well and in conversations with alumni, some of them noted feeling an increased energy on campus. He felt a majority of alumni were happy with the football conference realignment and the new strategic plan. Provost Wiencek noted that he will be sending out a memo relaxing the timelines on development of the cascading plans. The deans have indicated a desire to see the plans from other colleges to enhance their ability to engage in partnerships. The plans are not written in stone, and can be adapted next year if there is a need to modify.

Faculty Compensation Task Force: Vice Chair Patrick Hrdlicka announced the members of the new task force to explore the development of a market based compensation system. The members of the task force will be:

- Patrick Hrdlicka Co-Chair (Science)
- Wes Matthews Co-Chair (Executive Director of Human Resources)
- Eric Aston (Engineering)
- Brian Dennis (Natural Resources)
- Kristin Henrick (Faculty-at-Large)
- Anne Marshall (Art & Architecture)
- Scott Metlen (Business & Economics)
- Michael Murphy (CLASS)
- John Rumel (Law)
- Sharon Stoll (Education)
- Katt Wolf (Agriculture)
- Don Crowley (Faculty Secretary)
- Brian Foisy (Vice President of Finance)

Jeanne Stevenson - ex officio (Vice Provost)
Dale Pietrzak - ex officio (Institutional Effectiveness & Accreditation)
Mary Stout - ex officio (Provost Office)
Joana Espinoza - ex officio (Provost Office)

Professor Hrdlicka noted that this was obviously a complex matter. He optimistically hoped that the task force will be able to develop a model this fall and into next spring. Chair Brandt thanked everyone who sent in nominations for this task force.

Committee on Committees: The appointments included in the packet are mainly students who have been recommended to be on committees. The Senate approved the list coming as a seconded motion from Committee on Committees unanimously.

FS-17-005 - UCC-17-003a – Name Change for Information Systems to Management Information Systems: Chair Brandt introduced Professor Eveleth-Baker to discuss this proposal. Professor Eveleth-Baker stated that the college was moving to using prefixes for their area courses. She explained that the prefix IS would not work for Information Systems since it is already taken by International Studies. The proposal to change the name to Management Information Systems would allow the prefix to be MIS. This proposal was approved unanimously.

FS-17-007 - FSH 3320 Annual Evaluation Pilot Form and

FS-17-008 -: FSH 3320 Annual Evaluation (pilot form) policy fix: Chair Brandt explained that as we discussed last week, the Provost Council had asked if the new narrative evaluation proposal could be required for this year instead of allowing faculty to choose whether to use this form, or the old form.

Senator Pregitzer had offered a motion to accomplish this. The motion states: “All faculty will be evaluated using the new annual evaluation form on a trial basis this evaluation cycle.”

Chair Brandt noted that last year’s proposal allowed faculty to choose which form to use. This motion would require all faculty to use the new form. Chair Brandt made it clear that this motion would not alter the requirement to do a survey determining how well the new form worked after this year’s pilot run. She also explained that Senate Leadership is offering a temporary fix to the *Faculty-Staff Handbook* (FSH) to allow the new narrative form to work inside the existing FSH. If the narrative form is adopted on a permanent basis, there would have to be further revisions to the FSH. At this time, Senate Leadership sought to make as small a change as possible. Faculty Affairs will need to take a broader look at the FSH, if the narrative form is adopted on a permanent basis. The Faculty Secretary noted that the “temporary fix” was intended to make checking the “not meeting expectations box” on the narrative form the functional equivalent of giving a “2” on the old form.

A Senator asked about the “compensation form” that was circulating last spring. Chair Brandt stated that the Senate did not take action on that form last spring and referred it back to Faculty Affairs. The Provost commented that since we have just created a faculty compensation task force there should probably be some communication with FAC on any compensation form. What the task force does, will certainly affect how yearly compensation will be determined. Another Senator wondered if the new narrative form allowed for a department to state that someone was a “super-star”. The Chair stated that the purpose of the narrative form was to move away from numbers, while allowing the department chair to provide an explanation of how well a person was performing. This narrative would certainly provide the opportunity to state that a person is a “super-star.”

The Chair suggested that the Senate move to a vote on the motion offered last week by Senator Pregitzer. The motion (Pregitzer/Boschetti) was approved without opposition.

With the motion requiring all faculty to be evaluated using the narrative form this year, the Senate then considered the FSH “fix” offered by Senate Leadership. This proposal suggested how procedures in FSH 3320 should be applied during the period that the pilot form is used. A motion (Panttaja/Mike Anderson) to approve the proposed policy fix passed without opposition.

FS-17-009 - FSH 3050 Position Description: Professor Crowley explained that Senate Leadership was proposing a “minor edit” to FSH 3050 A. The edit was to insert the sentence “Faculty should be careful when preparing their position description to ensure they describe their goals and expectations in all responsibility areas”. We wanted to add this sentence given the discussion in Senate last week as to whether a faculty member needed to provide goals in all categories. A motion (Wolf/Miranda Anderson) to accept this edit passed without opposition.

FS-17-010 - FSH 3050 Position Description Form: Faculty Secretary Crowley noted that he proposed adding a footnote calling attention to the description of faculty responsibilities in FSH 1565 to the position description form. A motion (Wolf/Morrison) to accept this edit passed without opposition.

With the agenda covered in near record time, the Chair hinted that we might adjourn. However, several Senators wanted to make further comments on position descriptions and the narrative evaluation form. One Senator asked about the problem of a faculty member who insisted on being overly cryptic in describing their goals and expectations. He wondered if the Provost had any advice that might be given to evaluators on how to deal with such situations. The Provost stated that he would discuss this with Vice Provost Stevenson. We should focus on the higher purposes of this process, but he recognized that there would inevitably be such problems. We have them now. We do have an Ombuds Office and some other processes that might help deal with problems when conflicts arise. Chair Brandt jokingly referred to a former colleague who talked about the John Wayne sin and the Hunter Thompson sin as differing ways of responding poorly on exams. More seriously she acknowledged that there was likely to be stress as people adjusted to the new forms, especially our young faculty going through the current P&T process. For these faculty she encouraged senior faculty to mentor and assist when possible. This is one reason why we planned to examine the effects of the narrative forms.

Adjournment: After further discussion of issues related to the evaluation process began to circle back, the Chair accepted a motion (Brewick/Wolf) to adjourn at 4:16.

Respectfully submitted,

Don Crowley, Faculty Secretary &
Secretary to the Faculty Senate

UI FACULTY-STAFF HANDBOOK

CHAPTER THREE:

EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

July 2016

3320

ANNUAL PERFORMANCE 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
- B. Performance Below Expectations of Non-tenured Faculty Members
- C. Performance Below Expectations of Tenured Faculty Members
- D. Performance Evaluation of Academic Administrators
- E. Sequence of Evaluation of Faculty Members and Administrators.

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 Annual Performance Evaluation Pilot Form is available below. The form may not be altered without following the appropriate governance process (see FSH 1460). 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 ~~uses receives~~ the proper form together with a copy of the supplementary instructions ~~as provided by the Provost Office.~~ [rev. 7-01]

Approach during Pilot Study: ~~While the pilot narrative Annual Performance Evaluation form is being used, the specific references to performance and ratings found in this section are not in effect. Checking the "not meeting expectations box" on the pilot form triggers section B-1 for non-tenured faculty and section C-1 for tenured faculty. The evaluator must document the areas of concern that warrant checking the "not meeting expectations" box in the narrative review. If there are areas of concern that warrant attention, but do not rise to the level of "not meeting expectations" these too should be documented in the written narrative.~~

b. Performance levels for each criterion are described as follows: [ed. 7-10]

Great Places to Work For

The Chronicle Survey – Proposed Next Steps

John Wiencek

Provost and Executive Vice President

October 11, 2016

Workplace Environment Survey Work Group

- Conduct 2 hour session for each of the other three constituent group consistent with what was already done for administrators during a recent retreat (more in next slide)
 - Faculty
 - Exempt Staff
 - Classified Staff
- Faculty Senate / Staff Council will appoint a work group to analyze the responses for themes, suggest top three action items for each constituent group and an overall top three action items for the entire university
- Leadership will incorporate into Strategic Plan / UBFC process asap thereafter

Table Exercise: Moving Morale – Responding to the Chronicle Survey

Table Discussion: Pick a dimension of the survey where we are not performing at the Strategic Plan goal level or better (red or lightest blue colors) and discuss and summarize these two questions:

Why are we scoring ourselves so low score in the selected category (for example, Shared Governance)?

What can we do to improve this score substantially in the next year or two?

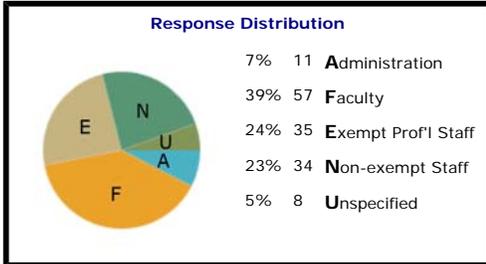
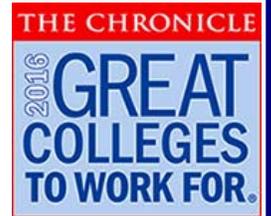
Try to address two to four categories defined in the survey. Please summarize your findings in the SLI.DO tool for archiving purposes. Feel free to address as many as you are able to complete in the allotted time. The last 45 minutes will be for report out.

Collected Results – example responses

First Selected Category	Why are we scoring ourselves low in this category?	What can be done to improve this category?
Policies, Resources & Efficiency	Lack of trust,Cumbersome structures and processes	Delegate responsibility.,Task particular individuals with diagnosing failures and devising new more helpful and efficient mechanisms in key areas
Policies, Resources & Efficiency	Policy: Many do not feel they had opportunity to be part of process due to limited information. There is also a large gap of time in making a decision and implementing the policy. Example Tobacco Free Policy	Provide context of background for policy, steps taken to include all stakeholders, and implement as quickly as possible.
Policies, Resources & Efficiency	Lack of tools for getting data and for communicating it out Lack of trust in communicating back up (i.e. anonymity not protected). The hunkered down mentality on all sides.,P&T example - many different rules - much custom that is not embedded in written policy - too confusing - not sustainable on a consistent basis.	Transparency in how information communicated will be used. Transparency on what can be shared or not shared. Stress personal responsibility in appropriate communication. Web site on communications tools that are available and information on their use,Some
Senior Leadership	history of turnover at the senior level; negative outcome of previous decisions by leadership; lack of communicating from unit/college leadership to teams	time; forward progress; communicating internally/externally about success; including broader community in discussions; communicating about wins;
Faculty, Administration & Staff Relations	Lack of understanding, overall culture	Culture shift



University of Idaho
ModernThink Higher Education Insight Survey 2016
Topline Results by Job Category



	Poor 0% - 44%	Warrants Attention 45% - 54%	Fair to Mediocre 55% - 64%	Good 65% - 74%	Very Good to Excellent 75% - 100%		
			OVERALL	Administration	Faculty	Exempt Prof'l Staff	Non-exempt Staff
Job Satisfaction/Support			67%	81%	63%	76%	65%
Teaching Environment	49%		64%	39%	51%	64%	
Professional Development			65%	72%	60%	77%	64%
Compensation, Benefits & Work/Life Balance			58%	86%	46%	66%	60%
Facilities			63%	63%	52%	66%	79%
Policies, Resources & Efficiency	48%		48%	38%	55%	58%	
Shared Governance	44%		60%	43%	44%	43%	
Pride			65%	74%	56%	75%	70%
Supervisors/Department Chairs			72%	88%	62%	80%	76%
Senior Leadership	43%		64%	32%	55%	45%	
Faculty, Administration & Staff Relations	43%		58%	36%	54%	42%	
Communication	52%		60%	46%	61%	53%	
Collaboration	53%		67%	47%	60%	55%	
Fairness	52%		66%	41%	66%	57%	
Respect & Appreciation	52%		63%	45%	59%	54%	
Survey Average			55%	68%	47%	63%	59%

*Job Category response distributions have been truncated and may not total 100%. Please also note that data will not populate where there are fewer than five respondents.

THE CHRONICLE GREAT COLLEGES TO WORK FOR 2016

ModernThink Higher Education Insight Survey[®]

Instructions

Consider your typical day at work. For each statement, mark the response option that best describes your experience. If you wish to change your answer, double click on the button to erase your previous answer. The ModernThink Higher Education Insight Survey[®] consists of sixty statements that employees/faculty respond to using a five-point agreement scale (*Strongly Agree, Agree, Sometimes Agree/Sometimes Disagree, Disagree, Strongly Disagree*). Additionally, there is a Not Applicable response option.

Definitions

Institution – refers to the entire University or College.

Department – refers to your most immediate workgroup or team.

Senior Leadership – refers to the most senior members of the institution (e.g., Chancellor or President and those who report directly to them).

Supervisor/Department Chair – refers to the individual to whom you most directly report.

Statements

Job Satisfaction/Support

1. My job makes good use of my skills and abilities.
2. I am given the responsibility and freedom to do my job.
4. I am provided the resources I need to be effective in my job.

Teaching Environment

33. There is a good balance of teaching, service, and research at this institution.
40. Teaching is appropriately recognized in the evaluation and promotion process.
51. There is appropriate recognition of innovative and high quality teaching.

Professional Development

6. I am given the opportunity to develop my skills at this institution.
10. I understand the necessary requirements to advance my career.

Compensation, Benefits & Work/Life Balance

11. I am paid fairly for my work.
34. This institution's benefits meet my needs.
47. My supervisor/department chair supports my efforts to balance my work and personal life.
53. This institution's policies and practices give me the flexibility to manage my work and personal life.

Facilities

29. The institution takes reasonable steps to provide a safe and secure environment for the campus.
31. The facilities (e.g. classrooms, offices, laboratories) adequately meet my needs.

Policies, Resources & Efficiency

17. Our review process accurately measures my job performance.
28. My department has adequate faculty/staff to achieve our goals.
30. Our orientation program prepares new faculty, administration and staff to be effective.
49. This institution actively contributes to the community.

- 50. This institution places sufficient emphasis on having a diverse faculty, administration and staff.
- 57. This institution is well run.

Shared Governance

- 38. The role of faculty in shared governance is clearly stated and publicized.
- 39. Faculty are appropriately involved in decisions related to the education program (e.g. curriculum development and evaluation).
- 42. Faculty, administration and staff are meaningfully involved in institutional planning.

Pride

- 5. I understand how my job contributes to this institution's mission.
- 25. Overall, my department is a good place to work.
- 36. I am proud to be part of this institution.
- 59. This institution's culture is special — something you don't find just anywhere.
- 60. All things considered, this is a great place to work.

Supervisors/Department Chairs

- 3. My supervisor/department chair makes his/her expectations clear.
- 7. I receive feedback from my supervisor/department chair that helps me.
- 12. I believe what I am told by my supervisor/department chair.
- 15. My supervisor/department chair regularly models this institution's values.
- 19. My supervisor/department chair is consistent and fair.
- 20. My supervisor/department chair actively solicits my suggestions and ideas.
- 24. I have a good relationship with my supervisor/department chair.

Senior Leadership

- 27. Senior leadership provides a clear direction for this institution's future.
- 32. Our senior leadership has the knowledge, skills and experience necessary for institutional success.
- 37. Senior leadership shows a genuine interest in the well being of faculty, administration and staff.
- 41. Senior leadership communicates openly about important matters.
- 48. Senior leadership regularly models this institution's values.
- 56. I believe what I am told by senior leadership.

Faculty, Administration & Staff Relations

- 46. Faculty, administration and staff work together to ensure the success of institution programs and initiatives.
- 55. There is regular and open communication among faculty, administration and staff.

Communication

- 8. When I offer a new idea, I believe it will be fully considered.
- 21. In my department, we communicate openly about issues that impact each other's work.
- 22. Changes that affect me are discussed prior to being implemented.
- 43. At this institution, we discuss and debate issues respectfully to get better results.

Collaboration

- 13. We have opportunities to contribute to important decisions in my department.
- 23. People in my department work well together.
- 26. I can count on people to cooperate across departments.
- 58. There's a sense that we're all on the same team at this institution.

Fairness

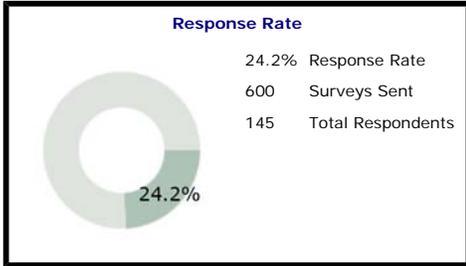
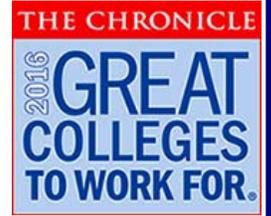
- 14. I can speak up or challenge a traditional way of doing something without fear of harming my career.
- 16. Promotions in my department are based on a person's ability.
- 18. Issues of low performance are addressed in my department.
- 44. This institution's policies and practices ensure fair treatment for faculty, administration and staff.
- 54. This institution has clear and effective procedures for dealing with discrimination.

Respect & Appreciation

- 9. I am regularly recognized for my contributions.
- 35. Our recognition and awards programs are meaningful to me.
- 45. At this institution, people are supportive of their colleagues regardless of their heritage or background.
- 52. We celebrate significant milestones and important accomplishments at this institution.



University of Idaho
ModernThink Higher Education Insight Survey 2016
Topline Survey Results



	Poor 0% - 44%	Warrants Attention 45% - 54%	Fair to Mediocre 55% - 64%	Good 65% - 74%	Very Good to Excellent 75% - 100%
	OVERALL		2016 Honor Roll > 10,000		2016 Carnegie Research
Job Satisfaction/Support		67%	83%	76%	
Teaching Environment	49%		80%	69%	
Professional Development		65%	80%	73%	
Compensation, Benefits & Work/Life Balance		58%	79%	72%	
Facilities		63%	83%	76%	
Policies, Resources & Efficiency	48%		75%	64%	
Shared Governance	44%		77%	63%	
Pride		65%	86%	78%	
Supervisors/Department Chairs		72%	80%	74%	
Senior Leadership	43%		77%	62%	
Faculty, Administration & Staff Relations	43%		78%	63%	
Communication	52%		70%	60%	
Collaboration	53%		75%	64%	
Fairness	52%		72%	63%	
Respect & Appreciation	52%		77%	66%	
Survey Average		55%	78%	68%	

*Results in the first one or two columns (two if you participated in the program last year) of the table reflect your school's average percent positive for each survey dimension, that is, the percentage of your faculty and staff that responded with "Strongly Agree" or "Agree" to the statements comprising each dimension.



CHRONICLE GREAT COLLEGE TO WORK FOR
2016

University of Idaho



AUGUST 25, 2016

DALE PIETRZAK, ED.D., DIRECTOR
Institutional Research and Assessment

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Introduction to Overall

The Great Colleges to Work For 2016 (GC) is a national survey. GC employs a proportional stratified random sampling process. At UI was asked to provide a sample of 600 total with a specified percentages/numbers from each of the job categories and other elements addressed in the survey. There were 145 respondents for a response rate of 24.2% with an estimated error of plus or minus 7% (EOM is +/-7%).

There are 15 content categories made up of groupings of 3 to 7 items each for which an overall survey “average positive” responses are reported. The scores are grouped into one of five (5) performance ranges based on the average percentage of items in the group which were answered as “Strongly Agree” or “Agree. These ranges do not reflect a “normative” grouping but are based on target distributions using for the average percent positive scores. They are grouped using a definition of 75% or more positive responses being the “Very Good” (25%) range. The “Good” group is made up of the next 10% range (65-74% positive), “Fair to Mediocre” the next 10% range (55-64% positive), “Warrants Attention the next 10% range (45-54% positive) with “Poor” the next 45% range (0-44% positive). *The use of these anchored ranges allows anyone/everyone’s scores to be place in a performance range (i.e., all can do well or not independent of all others).*

Additionally two (2) “normative” comparisons points were provided. One reference is the “Honor Roll” group made up of the universities in a top performer group which is treated as an aspirational reference point. The second reference group contains the average positive for one’s “Carnegie” group. *In this report context the performance ranges and Carnegie grouping is used as the reference points.*

Overall Strengths: Performance Ranges

In looking at the material from GC, the categories where UI scored in the top two performance ranges (Very Good and Good) included 4 areas. Provided parenthetically is the difference relative to our Carnegie classification.

Overall: Strengths (EOM is +/- 7%)	
Very Good	None
Good	72% Supervisors/Chairs (-2%)
	65% Professional Development (-8%)
	67% Job Satisfaction (-9%)
	65% Pride (-13%)

Overall Weaknesses: Performance Ranges

The following table summarizes the where GC indicates that UI scored in the bottom two performance ranges (“Poor” and “Warrants Attention”).

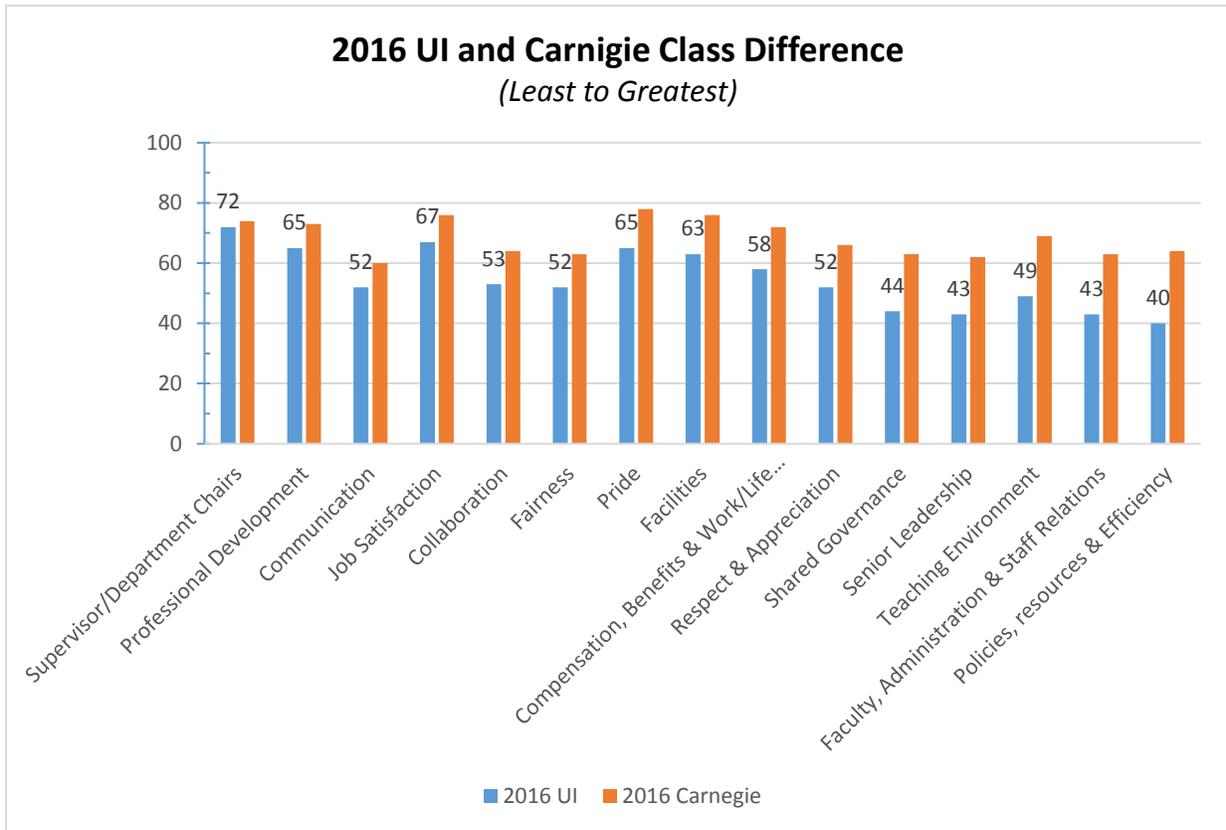
Overall: Weaknesses (EOM is +/- 7%)	
Poor	43% Faculty, Administration & Staff Relations (-20%)
	43% Senior Leadership (-19%)
	44% Shared Governance (-19%)
Warrants Attention	49% Teaching Environment (-20%)
	48% Policies, Resources & Efficiency (-24%)
	52% Communication (-8%)
	53% Collaboration (11%)
	52% Fairness (-11%)
	52% Respect & Appreciation (-14%)

Performance Relative to Carnegie Class

The table below summarizes UI performance relative to Carnegie class by looking at the difference between UI's average positive responses and that of those in the same Carnegie class. Additionally, the "rank order" of the scores from highest (1) to lowest (15) for average percent positive are provided as well.

GC Category	2016 UI	2016 Carnegie	2016 Difference	2016 UI Rank	2016 Carnegie Rank	2016 Rank Differences
Job Satisfaction	67	76	-9	02	02	0
Teaching Environment	49	69	-20	11	07	4
Professional Development	65	73	-8	03	05	-2
Compensation, Benefits & Work/Life Balance	58	72	-14	06	06	0
Facilities	63	76	-13	05	03	2
Policies, resources & Efficiency	40	64	-24	15	10	5
Shared Governance	44	63	-19	12	12	0
Pride	65	78	-13	04	01	3
Supervisor/Department Chairs	72	74	-2	01	04	-3
Senior Leadership	43	62	-19	14	14	0
Faculty, Administration & Staff Relations	43	63	-20	13	13	0
Communication	52	60	-8	10	15	-5
Collaboration	53	64	-11	07	09	-2
Fairness	52	63	-11	09	11	-2
Respect & Appreciation	52	66	-14	08	08	0
Survey Average	55	68	-13			

Graphically this is presented below ordered least difference from Carnegie class to greatest difference.



The performance ranges for UI can be compared with those in our Carnegie class as well.

GC Performance Range Matches: Carnegie	UI to Carnegie
Job Satisfaction	Lower
Teaching Environment	Lower
Professional Development	Lower
Compensation, Benefits & Work/Life Balance	Lower
Facilities	Lower
Policies, resources & Efficiency	Lower
Shared Governance	Lower
Pride	Lower
Supervisor/Department Chairs	Same
Senior Leadership	Lower
Faculty, Administration & Staff Relations	Lower
Communication	Lower
Collaboration	Lower
Fairness	Lower
Respect & Appreciation	Lower
Survey Average	Lower

Introduction to Job Categories

In addition to the use of the overall performance categories described previously, the GC survey also provides the average scores across the four (4) job categories. The intent in doing so is to compare how various job groups stand in relation to the institution positive percent average. The average positives for each job group per content category are compared to the university overall average positives. This is provided for each of the 15 content categories and the survey overall average. The number of respondents in each job category from UI were as follows:

Job Category	Respondents
Administration	11
Faculty	57
Exempt Prof'l Staff	35
Non-Exempt Staff	34
Unspecified	8

It should be noted that as respondents per employment category are small, and thus these data should be viewed more qualitatively. Percentages and average scores tend to be unstable within in groups less than 100 and in this case all but one group is below 40. As such a more qualitative approach was taken in the presentation that follows.

Strengths Job Categories: Performance Ranges

The areas where various job categories average positives were in the “Very Good” or “Good” range across the content categories and survey total is provided below.

Admin.	Faculty	Exempt Prof'l Staff	Non-Exempt
Very Good to Excellent			
Job Satisfaction/Support	None	Job Satisfaction/Support	Facilities
Compensation, benefits and Work/Life Balance		Professional Development	Supervisors/Department Chairs
Supervisors/Department Chairs		Pride	
		Supervisors/Department Chairs	
Good			
Professional Development	None	Compensation, Benefits and Work/Life Balance	Job Satisfaction/Support
Pride		Facilities	Pride
Collaboration		Fairness	
Fairness			
Survey Average			

Weaknesses Job Categories: Performance Ranges

The areas where various job categories average positives were in the “Poor” or Warrants Attention” range across the content categories and survey total is provided below.

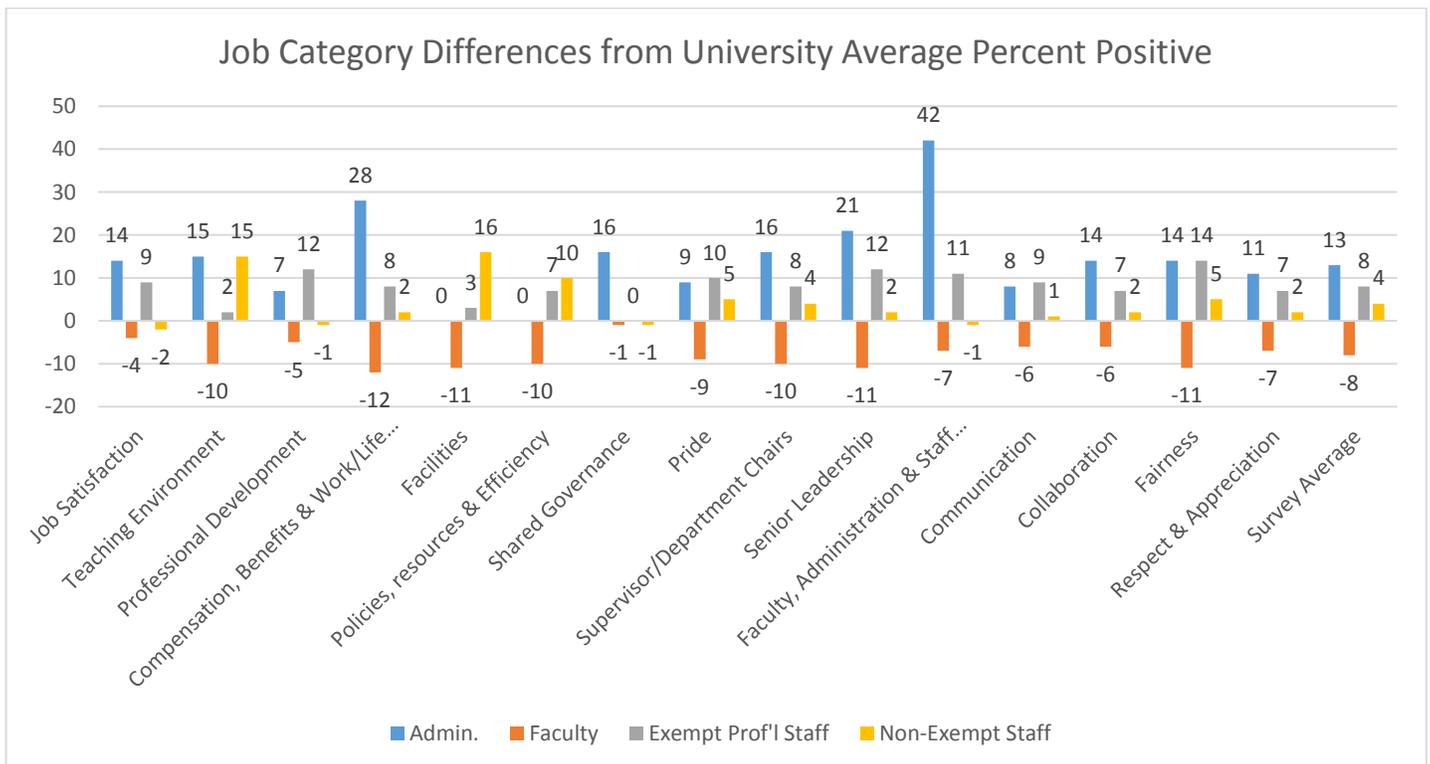
Admin.	Faculty	Exempt Prof'l Staff	Non-Exempt
Poor			
None	Teaching Environment	Shared Governance	Shared Governance
	Policies, Resources & Efficacy		Faculty, Administration & Staff Relations
	Shared Governance		
	Senior Leadership		
	Faculty, Administration & Staff Communication		
	Fairness		
Warrants Attention			
Policies, Resources & Efficiency	Compensation, Benefits & Work/Life Balance	Faculty, Administration & Staff Relations	Senior leadership
	Facilities		Communication
	Communication		Respect & Appreciation
	Collaboration		
	Respect & Appreciation		
	Survey average		

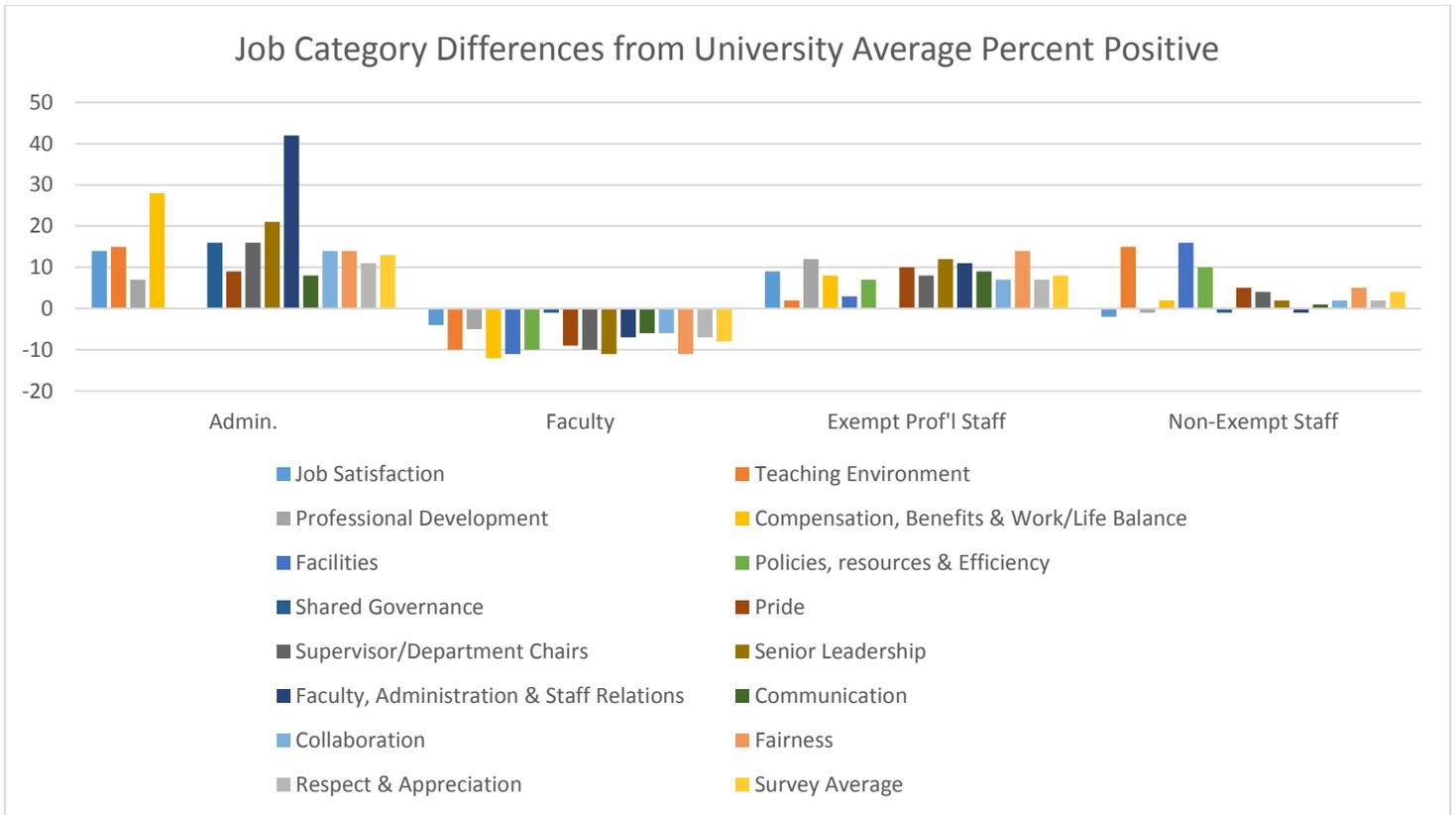
Average Positives by Job Category Compared to University Average

The difference from the university average in each of the content areas and survey total are provided in the table below.

GC Job Categories: Group to UI Average Comparison	UI Average	Admin.	Faculty	Exempt Prof'l Staff	Non-Exempt Staff
Job Satisfaction	67	14	-4	9	-2
Teaching Environment	49	15	-10	2	15
Professional Development	65	7	-5	12	-1
Compensation, Benefits & Work/Life Balance	58	28	-12	8	2
Facilities	63	0	-11	3	16
Policies, resources & Efficiency	48	0	-10	7	10
Shared Governance	44	16	-1	0	-1
Pride	65	9	-9	10	5
Supervisor/Department Chairs	72	16	-10	8	4
Senior Leadership	43	21	-11	12	2
Faculty, Administration & Staff Relations	43	42	-7	11	-1
Communication	52	8	-6	9	1
Collaboration	53	14	-6	7	2
Fairness	52	14	-11	14	5
Respect & Appreciation	52	11	-7	7	2
Survey Average	55	13	-8	8	4

This is perhaps better understood graphically. What follows are two (2) graphs to assist in process. They are the same data presented to two different ways. These allow various ways to conceptualize these data.





Prepared by: Dale Pietrzak, Ed.D., Director

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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 1640.22 – CAMPUS PLANNING ADVISORY 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): Name/Date (Please see FSH 1460C)	<u>Mary George</u>	<u>8/18/18</u>
Phone/email	<u>885-5222</u>	<u>maryg@uidaho.edu</u>
Policy Sponsor: Name/Date (If different than originator)	<u>Dan Ewart</u>	<u>8/18/18</u>
Phone/email	<u>885-2271</u>	<u>dewart@uidaho.edu</u>

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.
At the beginning of FY16, the Division of Finance and Administration (DFA) was divided into two separate divisions—the Division of Finance (Controller’s Office, Budget, General Accounting, Human Resources, Auxiliary Services) and the Division of Infrastructure (ITS, Facilities, Public Safety, Real Estate, and Administrative Operations) with a separate VP for each division. The purpose of this change is to update all DFA references to reflect the new titles and responsibilities of the two new VP positions as related to the FSH.
- II. Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
There are no fiscal impacts associated with this change.
- III. Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.
APM 10.40, 25.01, 25.02, 40.08, 40.10, 60.21, 61.62, 70.09, 71.50 FSH 2800, 3170, 3440, 3890, 4230
- 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 7/1/15.

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]

UI FACULTY-STAFF HANDBOOK**CHAPTER ONE:****HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE**

July 2016

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.

1640.22**CAMPUS PLANNING ADVISORY COMMITTEE****A. FUNCTION.**

A-1. To advise the Faculty Senate and the president concerning campus planning, including such areas as the following: [ed. 7-09]

- a.** To recommend projects that affect the campus environment and to review such projects that originate outside of the committee.
- b.** To encourage optimal use of UI's human and physical resources in the planning of campus development.
- c.** To consider faculty and staff views concerning interrelationships between academic and support programs and their environment.
- d.** To be concerned with both short-term and long-term projects and with their immediate and future implications.
- e.** To be concerned with the coordination of campus and community planning: keeping informed on development planning in the community, taking such planning into consideration in campus planning, and informing community planners of projected campus developments.

A-2. To present annually to the Faculty Senate and the president a report on the campus plan. Because of the responsibility of the vice president for ~~infrastructure finance and administration~~ for overseeing facility planning and maintenance [see 1420 B-1], this committee regularly reports to the president through that vice president. [ed. 7-09]

B. STRUCTURE. Five faculty members, two of whom are elected by and from Faculty Senate. The committee's chair will be selected from one of these five. The other members of the committee will be the Vice President for ~~Infrastructure Finance and Administration~~ (or designee), the Assistant Vice President for Facilities, the ~~CIO Executive Director~~ of Information Technology, one staff member, and the Coordinator of Disabled-Student Services (or designee). [rev. 7-99, 7-06, 7-08, 7-10, ed. 7-04, 7-09]

REQUESTED CHANGES TO FSH

DUE TO DIVISION OF FINANCE & ADMINISTRATION 2015
 RESTRUCTURING TO DIVISION OF FINANCE AND DIVISION OF INFRASTRUCTURE

1640 – COMMITTEE DIRECTORY

SECTION	CLAUSE	POLICY AREA	RESPONSIBLE VP
1640.24	C-1	History, Mission, General Org, and Governance	

EXISTING

C. PROCEDURES.

C-1. Appeals of classification decisions made by HR are submitted directly to the vice president for administration and finance. A "Notice of Appeal" form must be filed with the vice president, with a copy to the CPAB chair, within 30 days of the notification to the supervisor by HR of its decision. [ed. 7-06]

CHANGE

C. PROCEDURES.

C-1. Appeals of classification decisions made by HR are submitted directly to the vice president for administration and finance. A "Notice of Appeal" form must be filed with the vice president, with a copy to the CPAB chair, within 30 days of the notification to the supervisor by HR of its decision. [ed. 7-06]

SECTION	CLAUSE	POLICY AREA	RESPONSIBLE VP
1640.40	A-2	History, Mission, General Org, and Governance	

EXISTING

A-2: To advise the president or the president's designee on the operational use of UI facilities and to advise him/her and the vice president for finance and administration concerning appropriate fees to charge.

CHANGE

A-2: To advise the president or the president's designee on the operational use of UI facilities and to advise him/her and the vice president for finance and administration concerning appropriate fees to charge.

SECTION	CLAUSE	POLICY AREA	RESPONSIBLE VP
1640.55	B	History, Mission, General Org, and Governance	

EXISTING

B. STRUCTURE AND MEMBERSHIP. Six faculty members broadly representative of disciplines in the university including one from the library, the Vice-President for Research or designee (w/o vote), the Executive Director of Information Technology, or designee (w/o vote), the Registrar, or designee (w/o vote), the Director of the Center for Teaching Innovation, or designee, a representative of the off-campus faculty, the student chair of the Student Computing Advisory Committee, or designee. The voting members of the committee (including the committee chair but excluding the student member) are selected by the Committee on Committees, giving special attention to appointing faculty members who are active in and have a great interest in the general area of information technology and its application to teaching, research, outreach, and management. [ed. 7-05, rev. 7-06]

CHANGE

B. STRUCTURE AND MEMBERSHIP. Six faculty members broadly representative of disciplines in the university including one from the library, the Vice-President for Research or designee (w/o vote), the Vice President for Infrastructure Executive Director of Information Technology, or designee (w/o vote), the Registrar, or designee (w/o vote), the Director of the Center for Teaching Innovation, or designee, a representative of the off-campus faculty, the student chair of the Student Computing Advisory Committee, or designee. The voting members of the committee (including the committee chair but excluding the student member) are selected by the Committee on Committees, giving special attention to appointing faculty members who are active in and have a great interest in the general area of information technology and its application to teaching, research, outreach, and management. [ed. 7-05, rev. 7-06]

SECTION	CLAUSE	POLICY AREA	RESPONSIBLE VP
1640.71	B	History, Mission, General Org, and Governance	

EXISTING

B. STRUCTURE. Radiation safety officer, director of Environmental Health and Safety or a representative of Finance and Administration, and an academic dean or department head and up to eight technical members. The academic administrator and the technical members are selected from the various areas of teaching and research where radioactive materials are used. These include, but are not limited to, agricultural sciences, forestry, life sciences, mining and metallurgical sciences, engineering, and physical sciences. A technical member must meet the requirements of an authorized user. To provide the necessary expertise and continuity of operation, technical members may serve two or more consecutive terms, but the membership may not include more than two technical members who have served continuously for more than two three-year terms. The chair and vice chair are elected each spring by the current members of the committee to serve for the next membership year. The term of the chair is one year but may serve two consecutive terms. A quorum shall consist of the chair, radiation safety officer, director of Environmental Health and Safety or a representative of Finance and Administration, and a minimum of four of the eight technical members. All requests for committee action are submitted to the radiation safety officer. When a sufficient number of items have been received, the radiation safety officer, with approval from the chair, will arrange a meeting of the Radiation Safety Committee. The Radiation Safety Committee shall meet as often as necessary but not less than quarterly. [ed. 9-10, rev. 11-10]

CHANGE

B. STRUCTURE. Radiation safety officer, director of Environmental Health and Safety or a representative of the Division of Infrastructure Finance and Administration, and an academic dean or department head and up to eight technical members. The academic administrator and the technical members are selected from the various areas of teaching and research where radioactive materials are used. These include, but are not limited to, agricultural sciences, forestry, life sciences, mining and metallurgical sciences, engineering, and physical sciences. A technical member must meet the requirements of an authorized user. To provide the necessary expertise and continuity of operation, technical members may serve two or more consecutive terms, but the membership may not include more than two technical members who have served continuously for more than two three-year terms. The chair and vice chair are elected each spring by the current members of the committee to serve for the next membership year. The term of the chair is one year but may serve two consecutive terms. A quorum shall consist of the chair, radiation safety officer, director of Environmental Health and Safety or a representative of the Division of Infrastructure Finance and Administration, and a minimum of four of the eight technical members. All requests for committee action are submitted to the radiation safety officer. When a sufficient number of items have been received, the radiation safety officer, with approval from the chair, will arrange a meeting of the Radiation Safety Committee. The Radiation Safety Committee shall meet as often as necessary, but not less than quarterly. [ed. 9-10, rev. 11-10]

SECTION	CLAUSE	POLICY AREA	RESPONSIBLE VP
1640.87	A-9	History, Mission, General Org, and Governance	

EXISTING

A-9. To work in conjunction with Faculty Senate's Information Technology Committee to advise CTI and the Director of IT on electronic hardware and software needs to support teaching, advising, and mentoring. [ed. 7-08, 7-09]

CHANGE

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SECTION	CLAUSE	POLICY AREA	RESPONSIBLE VP
1640.94	B	History, Mission, General Org, and Governance	

EXISTING

B. STRUCTURE AND MEMBERSHIP. Secretary of the Faculty who serves as chair, one faculty member who resides at the Moscow campus, the **Executive Director of Information Technology** or designee (w/o vote), and one faculty member from each designated remote site (see FSH 1540 A-1) who serves as the secretary's delegate at faculty meetings. One alternate faculty member from each designated site will be selected. Committee members are appointed by the university's Committee on Committees and serve a three-year period. [rev. 8-12]

CHANGE

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**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #7

**3:30 p.m. - Tuesday, October 4, 2016
Brink Hall Faculty-Staff Lounge & Skype for Business**

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #6, September 27, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- Faculty Compensation Task Force Members (Hrdlicka)

VI. Committee Reports.

Committee on Committees: Appointments (Hrdlicka)(vote)

University Curriculum Committee

FS-17-005 (UCC-17-003a) – Business: Name Change Information Systems to Management Information Systems (Eveleth-Baker)(vote)

VII. Special Orders.

FS-17-007: FSH 3320 Annual Evaluation Pilot Form - motion (Pregitzer)(vote)

FS-17-008: FSH 3320 Annual Evaluation (pilot form) policy fix (Senate Leadership)(vote)

FS-17-009: FSH 3050 Position Description Policy (Crowley)(vote)

FS-17-010: FSH 3050 Position Description Form - minor edit (Crowley)(FYI)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #6
Faculty Compensation Task Force members
Committee Appointments
FS-17-005, 007 through 010

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #6, Tuesday, September 27, 2016

Present: Adekanmbi, Anderson (Mike), Anderson (Miranda), Barbour, Boschetti, Brandt, Brewick, Brown, Caplan, Chung, Crowley (w/o vote), Fisher, Folwell, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Markuson, Morrison, Nicotra, Panttaja, Payant, Pregitzer, Sixtos, Stegner, Vella, Wiencek (w/o vote), Wolf. **Absent:** Cannon (Boise), Donohoe, **Guests:** 4

Chair Brandt called meeting #6 to order at 3:31. A motion (Morrison/Brewick) to approve the minutes for the September 20, 2016 meeting passed unanimously.

Chair's Report: Chair Brandt announced that President Staben will give the State of the University Address on October 5th at 2:30 in the International Ballroom of the Pitman Center. Chair Brandt noted that Senate Leadership had received some questions regarding animal control on campus. She noted that President Staben has appointed a task force to examine our policies on this matter and expected to receive a report early in October. We will be inviting someone from the task force to give a report.

With reference to the Senate's discussion last week on the planned pilot of the narrative faculty evaluation form, Chair Brandt noted that Dean Pregitzer would like to bring to the floor a motion requiring the use of the narrative form this year. Since this motion did not get on the published agenda, she requested a motion to put this proposal in the special order section of the agenda for this week with the understanding that the proposal would not be voted on until next week. A motion (Caplan/Foster) to amend this week's agenda to allow Senator Pregitzer to present his motion passed unanimously.

Provost's Report: Provost Wiencek commented briefly on the leadership retreat held last week. There was a good discussion about the evolution in processes that have been discussed here at the Senate. The Institutional Planning and Effectiveness Committee will be getting started. There was also a discussion about the program prioritization process and the new UBFC process and how these things linked together. There was also a discussion at the retreat on the Chronicle survey and the Provost commented that the President will be discussing this survey in his presidential address next week. The search for the College of Science dean has just begun and he hopes to have on campus interviews in January. Provost Wiencek thanked all those who participated in the Envision Idaho Events last weekend. He thought it had been a well-attended and successful event.

Athletics: Chair Brandt invited Athletic Director Rob Spear to discuss the move to the Big Sky Conference in football and its financial impact. Dr. Spear noted that the University of Idaho is the first institution to move from the FBS (football bowl subdivision) to the FCS (football championship subdivision). The main difference is that the FBS allows 85 scholarships in football while the FCS only allows 63 football scholarships. The move presents us with some difficult issues. We were concerned that the move might allow student athletes to immediately leave the program. The NCAA did not allow student/athletes to automatically transfer without following regular transfer rules. Dr. Spear commented that we were also concerned about whether the UI football program would have an APR (Athletic Progress Rate) problem caused by athletes leaving the program due to the change to the FCS. The NCAA stated that if the UI could document that an athlete left the program due to the conference change, this would not be held against the UI in computing the APR.

There are still problems regarding how to get the football program down to 63 scholarships. We must get to 63 scholarships by 2018, if we are to be eligible for the FCS playoffs. We hope to accomplish this reduction through attrition and by having a smaller recruiting class. Dr. Spear also discussed the problems in scheduling since FCS schools can only play eleven games while FBS schools can play twelve. Since we already had our schedule planned through 2021, he has had to cancel and/or move games. He is close to having our schedule reset for 2018. Dr. Spear noted that we will continue to schedule some larger schools, because this was financially necessary.

The move did lead to some dissatisfaction among a minority of our boosters. A small group has removed their support resulting in a loss of about \$200,000. He hopes that with success, this support will come back. Dr. Spear summarized the fiscal impact of the conference change. The lost revenue includes:

- \$1 million in lost conference revenue
- \$500,000 in reduced game guarantee's
- \$250,000 in reduction in NCAA revenue
- \$200,000 in lost donor support
- lost revenue in ticket sales

He does expect the program to save \$400,000 in reduced travel costs, and \$375,000 in scholarship savings. Thus, the conference change will result in a loss of approximately a million dollars.

A Senator noted that this sounds pretty negative and wondered what the benefits of the change were? Dr. Spear thought the change would better align us geographically and help in creating better rivalries. We also expect to be very competitive at this level. It would have taken a \$5 million investment to try to be competitive at the FBS level.

A Senator asked whether this change affected other sports. Dr. Spear explained that our other sports are already in the Big Sky. The exceptions are swimming and diving, because the Big Sky doesn't sponsor these two sports. He did express a concern that the move (due to the loss in revenues) could impact some of the non-revenue sports. A Senator wondered that given our success in other sports, might we be better off without emphasizing football? Dr. Spear stated that it would be difficult to find a conference to be in without football, and that donors care the most about football. A question was asked as to why we could not get into the Mountain West Conference? Dr. Spear stated that the lack of a significant media market, the size of our stadium for football, and the lack of a basketball arena, all contributed to making us less attractive to the Mountain West.

Asked why we made this move if it was going to result in a loss of \$1 million in revenue, Dr. Spear noted that after the Sun Belt made a decision to not renew our membership we had a choice between going independent in football or, moving to the Big Sky. Going independent would have put our players and coaches in a bad position. We did try this in 2013, but scheduling and finding teams that we can compete with becomes extremely difficult. If we find a conference opportunity at the FBS level that makes sense, we would explore it. Ultimately, he believes that we won't be the only school that makes a move of this sort. Dr. Spear expressed confidence that this move will put our athletic programs in a position to be successful in the future.

FS-17-006—FSH 3050—Faculty Position Description Form. Chair Brandt introduced Professor Brian Ellison (Political Science) as Chair of the Faculty Affairs Committee to discuss the position description form.

This form was approved by the Faculty Senate at the end of the year. The Senate sent the form back to Faculty Affairs to ensure that this is the version of the form that we wish to make the permanent form. After reviewing it, FAC has unanimously decided to approve the form for future years. There was some discussion about the usability of the form and it was pointed out that the Word version is quite easy to work with if the faculty member "right clicks" on the bar graph. It was clarified that the percentages are for the entire year and not for each semester.

A Senator asked about the location of the check box for interdisciplinary activities and whether it needed to be moved up (before the signature line for the faculty member). Professor Ellison noted that it was a faculty centered form and the faculty member needed to take responsibility to check the box indicating that they had interdisciplinary responsibilities. There was also a short discussion of the degree of detail that needed to go into the description of activities in each category. The general discussion suggested that the amount of detail might vary by faculty member, but this was the opportunity for that faculty member to outline his or her plans for the year. There was also a discussion about why the form was for the calendar year, rather than the academic year. This has frequently been discussed, but appears to be associated with the annual evaluation and CEC (change in employee compensation) process occurring during the spring semester.

There was a discussion of whether this was a pilot form for this year or not. The Faculty Secretary stated that the way it was passed last spring was as a pilot form. However, by passing this today to make this form the permanent form it should give incentive to departments to use this version this year. The Chair pointed out that there really

aren't any substantive differences between this form and the previous form and people should be encouraged to go ahead and use the new form. A Senator wondered whether there shouldn't be more structure to help standardize the form. Professor Ellison pointed out that there are rules within each department that provides the structure, but that these rules differ across departments and colleges. The new position form passed by a vote of 16-4-3.

Special Orders – Faculty Annual Evaluation Form: Chair Brandt recognized Dean Kurt Pregitzer (CNR) for the purpose of bringing a motion to the Senate regarding the annual evaluation. Senator Pregitzer noted that as the deans' representative to the Senate he was bringing this motion from Provost Council. The purpose of the motion is to require all faculty to use the new narrative form this year. The motion (Pregitzer/Boschetti) stated that "All faculty will be evaluated using the new annual evaluation form on a trial basis for this evaluation cycle."

Faculty Secretary Note: When the narrative evaluation form was passed last year, the Senate intended to give faculty the choice of whether to use the old form or the new form and then study the results. This new motion (if passed) would require all faculty to use the new form for the year, but would not remove the need to study the results.

There were several questions about whether the trial period should be for a year or longer. It was agreed that this proposed motion would make the narrative evaluation the required form for a year and the Senate could consider a longer trial at a later point. A Senator asked about providing training for department chairs. The Provost stated that could be done and Chair Brandt noted that Vice Provost Stevenson would be providing training for department chairs in October on using both the new position description form and the new narrative evaluation form.

A Senator expressed concern that the new narrative form was not consistent with the existing rules in FSH. Chair Brandt stated that we would need to provide a temporary fix to the FSH to make the new form function with the existing rules.

Professor Crowley noted that he thought it would not be a good idea to change the FSH for a pilot form. What we needed to do was provide a temporary fix while trying the pilot narrative form. There was a brief discussion over the relative merits of numbers versus narrative in an evaluation. Chair Brandt reiterated that the Senate had an extended discussion of this last year and the decision was made to try the narrative form on a trial basis.

Adjournment: Chair Brandt requested Senators to go back to their colleges and discuss this motion before voting on it next week. While anxiously anticipating more discussion on this issue next week, the Senate entertained a motion (Panttaja/Brown) to adjourn. This motion passed unanimously at 4:43.

Respectfully submitted,

Don Crowley, Faculty Secretary &
Secretary to the Faculty Senate

Faculty Compensation Task Force

- Co-Chair: Executive Director of HR, Wes Matthews
- Co-Chair: Vice Chair of FS: Patrick Hrdlicka (College of Science)
- Eric Aston (College of Engineering)
- Brian Dennis (College of Natural Resources)
- **Pending** (College of Arts and Architecture)
- Kristin Heinrich (Faculty-at-large)
- Scott Metlen (College of Business and Economics)
- Michael Murphy (College of Letters, Arts and Social Sciences)
- John Rumel (College of Law)
- Sharon Stoll (College of Education)
- Katt Wolf (College of Agriculture and Life Science)
- Don Crowley (Faculty Secretary)
- Brain Foisy (VP Finance)
- Dale Pietrzak (Director, Institutional Effectiveness and Accreditation, ex officio)
- Jeanne Stevenson (Vice Provost of Academic Affairs, ex officio)
- Mary Stout (Provost Office, admin support, ex officio)

2016-17 Committee Appointment Changes/Vacancies

Changes to Senate Committees

Committee/reason	Vacancy/appointment
Parking – Anna Hackett left UI	Steve Smith (2019)
Safety & Loss – Guy Knudsen left UI	Vacant (CALs) (2018)
UCC: A&A	Jaap Vos (2018)
UCGE: A&A CALs	Phil Mead (2019) Vacant (2017)

Graduate Student Appointments

83 Student Appeals Committee	vacant
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Staff Affair Appointments

Parking	Diane	McGarry	(2018)
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ASUI

Administrative Hearing Board	Zachary	Spence
Americans with Disabilities Act Advisory Committee	Logan	Snell
Univ. Budget & Finance	Everett	Boker
Commencement Committee	Kelsy	Briggs
Committee on Committees	Cruz	Botello
Arts	vacant	
Arts	vacant	
Grievance Comm. for Stud. Empl.	vacant	
Grievance Comm. for Stud. Empl.	vacant	
Grievance Comm. for Stud. Empl.	vacant	
Grievance Comm. for Stud. Empl. (Alt.)	vacant	
Honors Program Committee	Michael	Lejardi
Information Technology Committee	Jordan	Kizer
Ubuntu	Cynthia	Ballesteros
Ubuntu	vacant	
Library Affairs Committee	vacant	
Officer Education	vacant	
Officer Education (ROTC)	vacant	
Parking	Nate(Graduate)	Ulmer
Parking	Megan (Undergrad)	McDevitt
Safety & Loss Control	Kesia	Cisse
Student Financial Aid	Bruce	Berry
Student Financial Aid	vacant	
Teacher Education Coordinating Committee	vacant	
Teacher Education Coordinating Committee	vacant	
Teaching & Advising Committee	Elizabeth	Kang

University Committee for General Education	Danny	Bugingo
University Committee for General Education	Haleigh	Sims-Douglas
General Education Assessment Committee	vacant	
General Education Assessment Committee	vacant	
University Curriculum Committee	McKenzie	McDonald
University Curriculum Committee	Bailey	Morris
Student Disciplinary Review Board	Tanner	Beymer
Student Disciplinary Review Board	Danny	Buginga
Student Disciplinary Review Board	Mattie	Cupps
Student Disciplinary Review Board	Laura	Ehman
Student Disciplinary Review Board	Erick	Wakeling
University Security & Compliance Committee	vacant	
University Security & Compliance Committee	vacant	
Student Appeals Committee	Rachael Miller	
Student Appeals Committee	Jordan	Tomchack



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 Business and Economics		
Department/Unit:	Department of Business		
Dept/Unit Approval Date:	April 18, 2016	Vote Record:	19 for, zero against, zero abstain
College Approval Date:	May 4, 2016	Vote Record:	21 for, zero against, zero abstain
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Lori Baker-Eveleth	leveleth@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:	<input checked="" type="checkbox"/>	Discontinue:		
Graduate Level:		Undergraduate Level:		Law Level:		Credit Requirement:
Option:						
Emphasis:						
Minor:						
Academic Certificate less than 30 credits:						
Teaching Endorsement (Major/Minor):						
Overview of Program Component: <i>Provide a brief narrative description</i>						
Program Component Curriculum: <i>Required courses</i>						

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:	Information Systems
New Name:	Management Information Systems
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:	Increasing student enrollment could provide a positive fiscal impact at both the college and university level.	

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 goal of Information Systems is to link technology, people, and business. Students need to understand the development and design of technology systems in order to manage the information system effectively and efficiently. To highlight the focus on management, changing the major title to Management Information Systems is consistent with the focus. Also, to eliminate confusion with International Studies and to be consistent with the existing curriculum, Information Systems is better labeled Management Information Systems. The department of business is changing prefixes from BUS to the major of MIS to allow students to find the major easier.

In our peer institutions the term Management Information Systems is used most often when associated with a business college (e.g., Washington State University, Utah State University).

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:	Processed 9/15/16--mds
Date Received by UCC Secretary:	9/15/16
UCC Item Number:	UCC-17-003
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:	

TO: University Curriculum Committee

FROM: Sanjay R. Sisodiya, Chair of Curriculum Committee for the College of Business and Economics

RE: Prefix Change

DATE: May 4, 2016

The faculty of the College of Business and Economics (CBE) request that new prefixes be created for Business courses (Bus) in the UI General Catalog. The change would entail the use of these prefixes for courses in the content areas of Entrepreneurship (Entr), Finance (Fin), Management Information Systems (MIS), Management and Human Resources (MHR), Marketing (Mktg), Operations Management (OM), and PGA Golf Management (PGA). The change in prefixes allows for more flexibility in course numbering, facilitates advising, assists in course transfer, and presents a prefix system that reflects the norms at other institutions.

Regarding courses using a “standard course number” (Faculty-Staff Handbook 4130 A), the Bus prefix currently lists eleven of these courses in the UI General Catalog (200, 204, 298, 299, 398, 400, 404, 499, 502, 504, and 505). For each of the newly created prefixes, please continue to list the following: special topics (204, 404), internship (298, 398), and directed study (299, 499). For example, an internship in Finance would have a prefix and course number of Fin 398. These three types of courses are used on a routine basis, while the others are rarely used. The rarely used course numbers can be activated in the Course Schedule on an as needed basis.

With respect to current language in the UI General Catalog that states Bus and/or CBE prefix courses (e.g., Business Minor), we request that the language also include the newly created prefixes (Entr, Fin, MIS, MHR, Mktg, OM, and PGA).

These changes have been approved by the Department of Business on April 18th, 2016, the CBE Curriculum Committee on April 25th, 2016, and the CBE Faculty on May 4th, 2016. Below is the summary of new prefixes and their associated course numbers (courses in blue use a “standard course number”):

Bus	Entr	Fin	MIS	MHR	Mktg	OM	PGA
100	414	260	250	290/310	321	370	103
101	415	301	350	311	324	378	110
190		302	351	411	420	439	150
252	204	381	353	412	421	446	251
339	404	407	355	413	422	456	385
390	298	408	452	416	424	470	386
429	398	409	453	417	425	472	
490	299	460	454	418	426		204
551	499	463		441	427	204	404
552		464	204	513	428	404	298
		465	404		482	298	398
		466	298	204	495	398	299
		467	398	404		299	499
		468	299	298	204	499	
		469	499	398	404		
		483		299	298		
				499	398		
		204			299		
		404			499		
		298					
		398					
		299					
		499					
		298					
		398					
		299					
		499					

Faculty Performance Evaluation Form Motion (Kurt Pregitzer)

“All faculty will be evaluated using the new annual evaluation form on a trial basis this evaluation cycle.”

UI FACULTY-STAFF HANDBOOK

CHAPTER THREE:

EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

July 2016

3320

ANNUAL PERFORMANCE 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
- B. Performance Below Expectations of Non-tenured Faculty Members
- C. Performance Below Expectations of Tenured Faculty Members
- D. Performance Evaluation of Academic Administrators
- E. Sequence of Evaluation of Faculty Members and Administrators.

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 Annual Performance Evaluation Pilot Form is available below. The form may not be altered without following the appropriate governance process (see FSH 1460). 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 ~~uses receives~~ the proper form together with a copy of the supplementary instructions as provided by the Provost Office. [rev. 7-01]

Approach during Pilot Study: While the pilot narrative Annual Performance Evaluation form is being used, the specific references to performance and ratings found in this section are not in effect. Checking the "not meeting expectations box" on the pilot form triggers section B-1 for non-tenured faculty and section C-1 for tenured faculty. The evaluator must document the areas of concern that warrant checking the "not meeting expectations" box in the narrative review. If there are areas of concern that warrant attention, but do not rise to the level of "not meeting expectations" these too should be documented in the written narrative.

b. Performance levels for each criterion are described as follows: [ed. 7-10]

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3320: Annual Performance Evaluations and Salary Determination of Faculty Members
and Performance Evaluation of Academic Administrators

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]

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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]*

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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. 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, rev. 7-16]*

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. *[add. 7-16]*

C-1. ANNUAL ASSESSMENT OF BELOW EXPECTATIONS. 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, rev. 7-16]*

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]*

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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]*

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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

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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)

***NOTE:** 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).

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CHAPTER THREE:

EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

January 2015

3050

POSITION DESCRIPTIONS

PREAMBLE: This section describes the creation and use of position descriptions that define responsibilities for faculty. This section was original to the 1979 Handbook; it has been editorially revised at intervals. In July 1998 the year covered by a position description was changed from an academic year to a calendar year. In July 2001 section B underwent some clarifying changes while the form itself underwent extensive revisions. In July 2007 the form underwent substantial revisions to address enforcement and accountability issues in the UI promotion and tenure process as well as to align the form with the Strategic Action Plan. In 2009 the form was revised to better integrate faculty interdisciplinary activities (including ensuring communication among all parties and eliminating the need to obtain multiple signatures) and FSH 3140 was incorporated into this policy. In January 2015 assessment language was added to the form. Further information may be obtained from the Provost's Office (208-885-6448). [rev. 7-98, 7-01, 7-07, 7-09, 1-15, ed. 12-06]

A. GENERAL. The position description establishes each faculty member's specific responsibilities in the four major responsibility areas identified in FSH 1565 C, Teaching and Advising, Scholarship and Creative Activities, Outreach and Extension, and University Service and Leadership. Faculty should be careful when preparing their position description to ensure they describe their goals and expectations in all responsibility areas. The position description serves a variety of important functions; in particular, it constitutes the essential frame of reference in annual performance evaluation of faculty members [see 3320], and consideration of faculty members for tenure and promotion [see 3520 and 3560]. [rev. 7-98, ed. 7-00, 7-02, 7-09, 1-12]

B. PERFORMANCE EXPECTATIONS. Expectations designated for individual faculty members to achieve tenure or promotion in rank or satisfactory performance evaluation must be compatible with the criteria of the department or other unit concerned. Each faculty member is to be advised of these expectations in writing by the departmental or unit administrator at the time of appointment. [7-09- original text from 3140-A]

B-1. Expectations are specified in the current faculty position description and are the basis for the annual performance evaluation. Expectations must not be greater than those that can be reasonably supported in the department or unit by providing sufficient time and resources. [rev. 7-09 - partial text from 3140 B-1, 4 & 5]

B-2. Except by written agreement between the faculty member and the appropriate administrator, expectations for individual faculty members are in effect for a period of one calendar year. [7-09 - original text from 3140 B-2]

C. PROCEDURE.

C-1. The calendar year position description is recorded on the form appended to this section with a due date established by the provost. [rev. 7-98, 1-08, 7-09, ed. 7-01]

C-2. The form should be filled out in collaboration with the unit administrator. Faculty members involved in interdisciplinary activities should check the box on the position description form and attach a narrative explaining their activities and listing units and members involved. For faculty involved in interdisciplinary activities or with centers, the unit administrator is to solicit comments regarding the position description and discuss it with all interdisciplinary/center administrator(s) listed on the faculty member's narrative attached to the form. The form is then to be signed by the faculty member, approved by the unit administrator, and— dean, and sent to the Provost's Office. [rev. 7-01, 7-02, 1-08, 7-09]

C-3. Any change in duties or responsibilities that represents a significant departure from the position description is permitted only with the written consent of the faculty member and administrator involved. A revised position description should be filed in this event. [7-09 - original text from 3140 B-3]

C-4. When the personnel activity report form (PAR) (see APM 45.09) is completed, the unit administrator should compare the data obtained for each faculty member with the corresponding position description. Perfect

agreement between the position description and the record of actual performance is not necessarily expected, but it is desirable that any discrepancy between them be as small as is feasible. [*ed. 7-01, 7-09*]

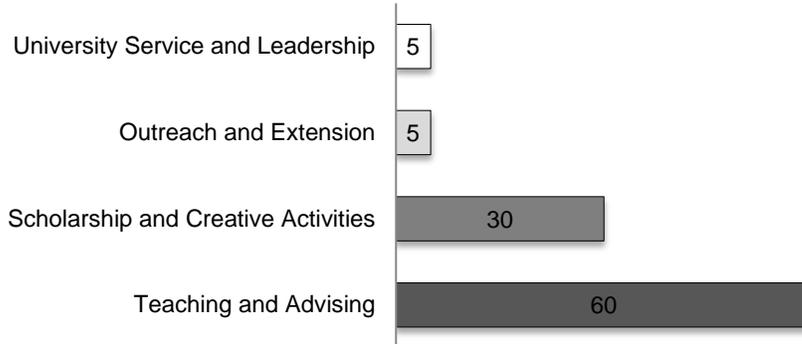
(Form follows on the next pages.)

FACULTY POSITION DESCRIPTION¹

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 category²:

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

¹ FSH 3050

² See FSH 1565 for faculty responsibilities. Also, 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).

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #6

**3:30 p.m. - Tuesday, September 27, 2016
Brink Hall Faculty-Staff Lounge & Skype for Business**

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #5, September 20, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- Athletics (Spear)

VI. Committee Reports.

Faculty Affairs

- **FS-17-006** - FSH 3050 – Faculty Position Description Form (Ellison)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #5

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #5, Tuesday, September 20, 2016

Present: Adekanmbi, Anderson (Mike), Anderson (Miranda), Boschetti, Brandt, Brewick, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Donohoe, Fisher, Folwell, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Markuson, Morrison, Nicotra, Panttaja, Payant, Sixtos, Vella, Wiencek (w/o vote). **Absent:** Barbour, Pregitzer, Stegner, Wolf. **Guests:** 4

Chair Brandt called meeting #5 to order at 3:31. A motion (Panttaja/Morrison) to approve the minutes for the September 13, 2016 meeting passed unanimously.

The Chair asked the Senate for permission to reorder the agenda to accommodate Vice President Dan Ewart's need to get to another meeting. A motion (Foster/Chung) to hear Mr. Ewart's report first, passed unanimously.

Zoom: Chair Brandt introduced Vice President of Infrastructure Dan Ewart to discuss the adoption of Zoom. Mr. Ewart thanked the Senate for its flexibility. He noted that unlike last year, he had a positive report to make to the Senate. With the help of some one-time money, they purchased Zoom as a bridging software to replace Scopia. Scopia had not worked for video conferences the way they had hoped. So far, Zoom has been very reliable and stable. The recording function in Zoom has been working very well. They are also establishing a high quality room that can be centrally scheduled for video conferencing. They are outfitting Engineering Physics 202 for video conferencing, which will be scheduled through the Registrar's Office. Engineering Physics 204 is an identical room being set up for Computer Science courses and outreach to other campus locations. ITS has upgraded their portable units for the Administration Building and the Commons. They are also devoting some resources to provide help with scheduling video conferences. Vice President Ewart thought they had made significant progress with video conferencing.

A Senator noted that there was a Zoom AP on his IPAD. Mr. Ewart commented that Zoom did work with various devices and was fairly easy to set up and connect to a meeting. One would not have to work through ITS to set up a conference. Another Senator stated that Zoom was working well for her course, but wondered about discontinuing the cart. Mr. Ewart stated that he did not have the staff to continue the use of the cart and that is why they are developing Physics 202 for video conference courses. This would allow for a much better experience in these courses. Chair Brandt added that Zoom has been working well in the law school, although she was concerned about the availability of IT help after 5 pm. Mr. Ewart responded that this had been an issue because the person who had been working a swing shift had left. IT is looking to find a person who will work a swing shift. A final question asked how many people could connect to a conference through Zoom. V.P. Ewart stated that was a difference between the practical limitations and the technical limitations. Technically up to 50 people could be connected, but practically that many people would reduce the quality.

Chair's Report: Chair Brandt reported Senate Leadership was working to set up a Faculty Compensation Task Force. The plan is to have a member from every college as well as an at-large member. The task force will be co-chaired by Patrick Hrdlicka and Wes Matthews.

A Senator asked about representation from the institutes. Chair Brandt thought this would make the task force too large and that all faculty were part of a college. She asked Senators to send their nominations to Ann Thompson (annat@uidaho.edu) as soon as possible.

We have received no nominations for the Vice Provost for Academic Initiatives. These nominations do not need to be Senators. Please contact Senate Leadership with possible members for this search committee. The Provost clarified that this initial search is for an internal search for an interim position. There will be a national search to fill the position permanently.

We need a faculty member to serve on BAG (Benefits Advisory Group). This is an administrative committee, not a senate committee. This committee advises HR on benefits. If anyone knows someone who might be interested in this committee, please contact us.

Chair Brandt reminded everyone that this is safety week on campus. Last night there was a presentation on “active shooters” and there are other events planned for the week.

Chair Brandt stated that Senate Leadership was recommending Senator Jody Nicotra (English) and Professor Carolyn Bohach (Food Science) to be on the Institutional Planning and Effectiveness Committee. A motion (Morrison/Brewick) to approve these nominations passed unanimously.

Chair Brandt’s last announcement related to the President’s Athletic Advisory Committee. Since we have received multiple nominations, she requested that those who nominated someone should send a short statement as to why the person should be on this committee. She intends to forward these statements to help the committee determine who would be the best fit.

Provost’s Report: Provost Wiencek commented on the discussion held in the Provost Council regarding the pilot annual evaluation form. He had suggested to them that it might be helpful if the new form was used campus-wide, rather than allowing faculty to choose. There was a good conversation on this issue and a recommendation to make this a campus-wide trial passed with one dissenting vote. He expects that a proposal on this will be brought to the Senate in the near future. In response to a question regarding the timeline, Chair Brandt stated that she thought there would probably be a motion before the Senate in the next couple of weeks. If anyone has questions about the status of the annual evaluations, they should contact Senate Leadership who can fill people in on the background.

The Provost expressed his regret that Cezar Mesquita (Admissions) had announced his intention to take a similar position at Western Washington University.

Center for Teaching & Learning Excellence (Teaching Center). Chair Brandt invited Vice-Provost Jeanne Stevenson to discuss developments regarding the proposed Teaching Center. V.P. Stevenson said she has looked at what our peer institutions were doing so that we could build on that knowledge. The Teaching and Advising Committee has spent a great deal of effort on developing vision and mission statements for the proposed Teaching Center. They have also tried to develop measures of success. The measures they have developed include:

- Evidence of students improving their grades after receiving early warnings
- Retention and graduation of students
- Retention of Faculty
- Student Evaluation of Teaching
- Nominations for Teaching Awards
- Number of scholarly works in higher education journals.

The plan is to have a national search for a director of the teaching center who hopefully will be here by next fall. V.P. Stevenson also commented on some of the groups, or programs, that have played a role in supporting teaching and learning and will be expected to be partners in the development of the Teaching Center.

- Writing Across the Curriculum
- Classroom Technology
- Distance Education
- Doceo Center
- Ted Talks
- Institutional Effectiveness and Accreditation (institutional research)
- Service Learning
- Teaching Courses for Faculty (hasn’t been offered recently)

In the future, we will need to look closer at developing assistance to faculty through peer observations, mentoring and professional development programs.

She hopes to get the Teaching Center running by the end of the academic year.

A Senator suggested that some measures be developed for high achieving students who frequently are neglected. We need to help them achieve their potential. The Provost commented that the parts of our distance education office that relates to instructional design, ISI, summer session and dual credit, will be taken into the Teaching Center. The Doceo Center will provide key additional support to the Teaching Center with respect to technology. We still don't have a robust office dedicated to online teaching. We will need to add some additional resources and he is looking for further advice on the development of the Teaching Center. Those aspects of distance education that relate to the technology and course development should be part of the Teaching Center, while we need a separate office to focus on the marketing of distance education. Another Senator suggested that the Classroom Strategic Planning Work Group should be considered since it is involved in the development of technology in classrooms.

FS-17-001: FSH-1540—Standing Rules of the University Faculty. Faculty Secretary Crowley presented the proposed changes to FSH 1540. This change would drop the requirements for the first fall faculty meeting. He stated that in the last couple of years the provost and president's offices have expressed concerns about the requirements for the fall faculty meeting. Since the primary purpose seemed to be to welcome new faculty and other events are now accomplishing this, it was no longer necessary to have this meeting. A Senator stated that she thought that the meeting introducing new faculty was useful for networking. Professor Crowley agreed and suggested that we might look for new ways to make those connections. A motion (Folwell/Nicotra) to accept the changes to FSH 1540 passed unanimously.

FS-17-004: FSH 3740-Employee Educational Assistance. Chair Brandt introduced Linda Campos to discuss these changes. Ms. Campos stated that the proposed changes relate to the reference to the Employee Education Assistance and how this waiver is treated under the tax code. The current wording wasn't allowing employees to obtain the appropriate tax benefit. Thus the proposal was to remove the specific reference to the tax code. It was suggested that instead of saying that the waivers "are excludable from taxable income" it would be safer to say the waivers received "may be excludable". This was accepted as a friendly amendment. A motion (Brewick/Panttaja) to approve the proposal as amended passed unanimously.

Adjournment: Having reached the end of the agenda the Chair entertained a motion (Foster/Panttaja) to adjourn at 4:30.

Respectfully submitted,

Don Crowley, Faculty Secretary &
Secretary to the Faculty Senate

Department of Athletics
Faculty Senate
September 27, 2016

Conference Realignment – FBS to FCS

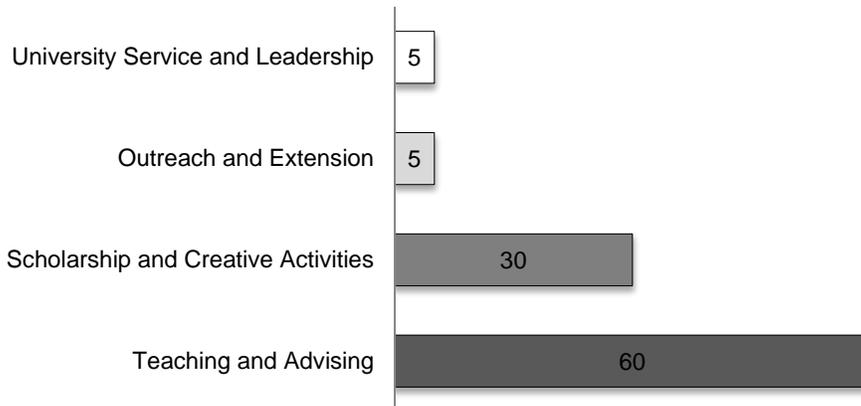
1. Issues
 - a. NCAA
 - b. Scheduling
 - c. Booster
 - d. Recruiting
 - e. Funding
2. Fiscal Impact
 - a. Revenue Reduction
 - i. \$1 Million in Conference Revenue
 - ii. \$500k in Reduced Game Guarantee Revenue
 - iii. \$250k Reduction in NCAA Revenue
 - iv. \$200k in Donor Support
 - b. Expenditure Reduction
 - i. \$400k Savings in Travel
 - ii. \$375k Scholarship Savings

FACULTY POSITION DESCRIPTION¹

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 category²:

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

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).

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #5

**3:30 p.m. - Tuesday, September 20, 2016
Brink Hall Faculty-Staff Lounge & Skype for Business**

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2016-17 Faculty Senate Meeting #4, September 13, 2016 (vote)

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- Center for Teaching & Learning Excellence (Stevenson)
- Zoom (Ewart)

VI. Committee Reports.

VII. Special Orders.

- **FS-17-001:** FSH 1540 – Standing Rules of the University Faculty (Crowley)(vote)
- **FS-17-004:** FSH 3740 - Employee Educational Assistance (Campos)(vote)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #4
FS-17-001, and FS-17-004

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #4, Tuesday, September 13, 2016

Present: Adekanmbi, Anderson (Mike), Anderson (Miranda), Barbour, Boschetti, Brandt, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Donohoe, Fisher, Folwell, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Morrison, Nicotra, Panttaja, Payant, Pregitzer, Sixtos, Stegner, Vella, Wiencek (w/o vote), Wolf.

Absent: Brewick, Markuson, Sixtos. **Guests:** 4

Chair Brandt called meeting #4 to order at 3:32. A motion (Panttaja/Anderson) to approve the minutes for the September 6, 2016 meeting passed without objection.

Chair's Report: Chair Brandt asked Senators to recommend a faculty member for the President's Athletic Advisory Committee. If anyone is interested, or knows of a colleague who is interested, please let her know. She also reminded Senators that we are still looking for nominations to the IPE (Institutional Planning & Effectiveness Task Force) which promises to be a very important committee. Nominations should be sent to Chair Brandt or the Faculty Secretary's Office by Wednesday, September 14, 2016. Chair Brandt introduced the student senators for the year.

- Ezekiel Adekanmbi (GPSA)
- Henry Stegner (SBA)
- Nate Fisher and Lauren Markuson (ASUI)

Provost's Report: Provost Wiencek commented on the new IPE committee and the need to get this committee going quickly. The committee will be integral in coordinating the strategic plan and the prioritization process. He noted that there will be guidelines coming out soon regarding the development of the "cascaded plans", which are the basic operational plans of the colleges and units.

The Provost noted that he had taken the Senate's discussion of the Jazz Festival to the Provost's Council. He expressed his view to the deans that the recommendation from the Lionel Hampton School of Music was the best course of action. The deans had a similar conversation to the discussion held by the Senate and the deans endorsed moving forward with the general plans suggested by the School of Music. The Provost intends to send out a memo to the campus community suggesting the options and the resources available to faculty if they have a course affected by the Festival. Since about 25% of courses will be impacted, if we can get the majority of the faculty affected to voluntarily handle their courses on those days in an alternative way, we should be in a good position.

The Provost also discussed the Institutional Research Office. As we move towards more quantitative metrics for program prioritization and implementing the strategic plan, the Institutional Research Office is seeking ways to provide more accessible data and dashboards for the University. In line with this they have been looking at a name change which better reflects the direction that they are taken. The new name will be Institutional Effectiveness and Accreditation.

Committee on Committees. Vice Chair Hrdlicka presented the report from the Committee on Committee's regarding a wide range of appointments made to fill summer vacancies. Professor Hrdlicka noted the section of the FSH 1640.28 which grants authority to the Senate Leadership to fill vacancies which arise over the summer. These appointments are subject to Senate confirmation. The list is provided on page six of the packet. There are still some vacancies that need to be filled. Vice Chair Hrdlicka thanked those who have been looking for volunteers and asked for all senators' help in seeking faculty to fill these vacancies. The Senate voted unanimously to confirm the appointments.

Prioritize Retreat Items. Chair Brandt stated that she would like to take some time going through the items suggested at the retreat. She wanted to update Senate on what actions have been taken by Senate Leadership and what are still in the works.

- Suggestions for 2017 Senate Retreat: These suggestions will be taken into consideration for next year. Chair Brandt noted that we probably shouldn't plan on holding the Retreat in the Brink Lounge since it

isn't air conditioned and mid-August can certainly be hot. The other suggestions will be considered when planning for next year's retreat begins. If senators have any further suggestions they should forward same.

- Morale: The discussion of morale touched on some general concerns about business systems like the hiring process. Chair Brandt noted that HR has new leadership and positive changes in hiring procedures are already underway. We should give these changes a chance.
- Climate Surveys: The Senate had a discussion last year on the HERI survey and that survey is available online along with analysis from Institutional Research. President Staben will be talking about the Chronical of Higher Education Survey in his State of the University Address in October. The Provost has agreed to discuss the findings with the Senate following the President's address.
- Teaching Assistants (TAs): Many questions have been raised about TA's. Senators have asked about how we use TAs, how they are distributed across campus, as well as whether they are adequately funded. This is clearly a high priority for the Senate. Chair Brandt suggested that we coordinate this inquiry with the College of Graduate Studies (CoGS). Conversations with the CoGS should provide a better understanding of how to move forward.
- Contingent Faculty: Chair Brandt reminded the Senate that Dean Stauffer chaired a task force regarding benefits for contingent faculty. Their report is on the Senate website [2015-16 [meetings #12 and #21](#)]. The task force asked that these issues be forwarded to a standing committee. Chair Brandt has asked the Faculty Affairs Committee to do further work on this issue and recommend policy changes.
- Salary: Senate Leadership will be meeting with the Provost in order to establish a Faculty Task Force on Compensation. She will be reporting back on who will be on the task force. Faculty Affairs has been asked to take a look at the compensation form that circulated at the end of last year. With regard to the Staff Compensation Task Force we could ask Wes Matthews back if there are further questions about staff compensation. Executive Director Matthews will also be on the faculty task force and certainly will be reporting to the Senate on that at a later date.
- Enrollment: Clearly this is a crucial issue that we are all interested in. However, at this point it is not clear what role the Senate can play. When the new VP for Strategic Enrollment Management arrives on campus, we will invite him to Senate after he has had an opportunity to develop some ideas. A Senator asked about how students at some of our other campuses were counted? Chair Brandt stated that this issue had come up when Senate Leadership took a tour of some of the other campuses in the summer. She suggested that this is something that clearly needs to be investigated. We should look at the institutional factors that affect how distance education students are counted.
- University Budget & Finance Committee (UBFC): The UBFC will be receiving proposals and we will try to obtain better communication with that committee. Last year they were trying to invent the new process and recognize that there were problems with communicating to those who submitted proposals.
- Student Code of Conduct (Code): Senate Leadership has met with the Dean of Students and General Counsel regarding training for Student Disciplinary Review Board and Student Appeals Committee members. We also intend to meet with the chairs of these committees. Last year we had a task force that suggested some procedural changes to the Code. More substantive changes were put on hold. Chair Brandt has met with Blaine Eckles and discussed the need to get moving on this in the near future.

A Senator asked about academic integrity issues and wondered if there were ways to change the campus culture. The Provost added that he had also heard concerns. There was a brief discussion about the possible need for a student honor code that emphasized self-policing. Another Senator suggested that the newly envisioned Center for Teaching and Learning Excellence could work with professors on developing assignments that would be difficult to plagiarize. Another Senator expressed a need to develop provisions in the Code that dealt with students who have repeatedly engaged in racist or sexist behavior in class. Chair Brandt suggested that these were tricky issues. It might take some time to consider how to address these issues in policy. A Senator noted that we already do have policies that address disruption, or harassment, in the classroom.

- Distance Learning: Chair Brandt commented that this issue has come up at every retreat. We have made some progress with video-conferencing by adopting the Zoom software. More generally, we need some institutional direction on distance education. How should we deploy and market distant education? Faculty are engaging in creative projects without any help on how to market their projects. The Provost agreed that this was an area that needed attention this year. The Chair asked Senators to email her with

any examples they have about problems with distance education so we could create a more informed narrative. A Senator asked about intellectual property issues with distance education. The Chair stated she would add this to the list of things we should look into.

- **Faculty Evaluations:** Chair Brandt reviewed last year's developments. Last year the Senate passed new position description and annual evaluation forms as a pilot. The Provost wondered whether the pilot evaluation form was supposed to be college-by-college or faculty-by-faculty. The Chair noted that the Senate's resolution stated individual faculty were allowed the option as to whether to use the pilot narrative form or the old form. There was a general discussion which suggested that some colleges were not clear on whether the decision was up to the faculty member, or whether colleges could decide which form would be used. The Chair reiterated that the decision of the Senate was that faculty would be given the choice whether to use the new form, or the old form. Last year's Senate' resolution also decided that we should study the results after the first year. The Provost noted that he would bring this up at the Provost Council, although he thought it might be a good idea to make it a university-wide project to use the new form next year and then study the results. The Provost added that the deans had expressed a need to have protections so that they could be sure that they were acting consistent with other provisions in the *Faculty-Staff Handbook*. The Faculty Secretary noted that Senate Leadership could take a look at what provisions might need to be altered and come back to the Senate with any proposed revisions. A Senator raised the concern that it had been stated in their college meeting that the Senate resolution was inconsistent with some elements of their college and department bylaws. The Faculty Secretary commented that departments couldn't act in ways inconsistent with University policy. The Senate had passed and the university faculty and President approved the narrative form and thus individual faculty members have the option of what form to use.
- **Teaching Center:** There is a lot of interest in the development of the new teaching center. We will invite appropriate people to come and discuss how this is developing. We also have a new student evaluation form that was developed last year and we will be seeking more information on how well the new form is working. Finally, the Chair noted that the Teaching and Advising Committee had brought a report to the Senate at the end of last year that raised the question of plus/minus grades. In the absence of a groundswell of support to do this, we probably wouldn't take any action on this.

Senate Committee Elections: The Chair thanked Senator Dean Panttaja for filling an opening on the Campus Planning Advisory Committee. She also thanked Senator John Cannon for filling an opening on the Student Appeals Committee.

FS-17-002: FSH 3360 Probation, Promotion, Demotion and Transfer of Classified Employees and 3930-Separation of Classified Employees. Don Crowley explained that the Senate Leadership was seeking to resolve a contradiction in these two provisions. One provision says two week's notice should be given for separation of classified employees, while the other says 5 day's notice is sufficient. The Senate Leadership is proposing that the 5 day provision in 3930 be deleted to remove the contradiction. A Senator asked if a person could be given other assignments during the two weeks, if continuing in their current position was unreasonable. It was stated that there were ways of dealing with a problem of this nature. A motion (Folwell/Panttaji) to accept the proposed amendment to 3930 passed unanimously.

FS-17-003: FSH 3070 - Employment Procedures to Comply with Immigration and Naturalization Laws. Jim Craig from General Counsel's Office presented a proposal to amend FSH 3070 dealing with procedures to comply with immigration laws. The proposal is being made to bring this section into compliance with Homeland Security regulations. A suggestion was made to amend the wording in 3070-B-6 to say "the employer" instead of "you." This was accepted as a friendly amendment. A motion (Nicotra/Donohoe) to accept the proposed changes to 3070 passed unanimously.

Adjournment: The Chair accepted a motion (Folwell/Panttaja) to adjourn which passed unanimously at 4:47.

Respectfully submitted,

Don Crowley, Faculty Secretary &
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 1540 – Standing Rules of the University Faculty

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): Brenda Helbling, President’s Office 2016
 (Please see FSH 1460 C) Name Date

Telephone & Email: 885-9191 brendah@uidaho.edu

Policy Sponsor: (If different than originator.) Senate Leadership
 Name Date

Telephone & Email: facsec@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.

For the past couple of years, there have been discussions among faculty senate leadership and the offices of the Provost/EVP and President regarding the format and effectiveness for the first fall University Faculty Meeting originally established to introduce and welcome new faculty to the University. Current policy specifies that business is not conducted at this first meeting and outlines a very specific and formal process for the meeting as well as the creation and distribution of a printed list. Attendance has been sporadic and generally low. Over time, other events intended to introduce and welcome new faculty (e.g. new faculty orientation and dinner) have been developed. Also, with an increasing use of internet and other electronic resources, information about each new faculty member can continue to be published on the provost website each year as part of the timing and format for catalog updates. Individual biographical information can be maintained within the faculty member’s unit. The proposed policy deletion is intended to allow more creative latitude to the welcoming process and ensure efficient use of faculty time and other resources relative to onboarding new faculty.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have?
 Not specifically known but expected to be savings. Costs for conducting the non-business meeting would likely be diverted to other welcoming events. Staff time (in the provost’s office as well as across the individual colleges) spent developing and printing the specifically formatted list would be saved as the list can be timed, formatted, and utilized along with the process for input into the catalog.

III. Related Policies/Procedures: None

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. _____
 FS _____
 GFM _____
 Pres./Prov. _____

[Office Use Only]

Track # _____
 Date Rec.: _____
 Posted: t-sheet _____
 h/c _____
 web _____
 Register: _____
 (Office Use Only)

UI FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

July 2012

1540

STANDING RULES OF THE UNIVERSITY FACULTY

PREAMBLE: The university faculty have adopted for their convenience certain standing rules, given in this section. This section appeared for the first time in the 1979 edition of the Handbook and remains essentially in the form it took then. In 2009 constitutional changes giving off-campus faculty voting rights at faculty meetings necessitated adding venue determination to A. In July 2011 processes were clarified and updated to current practice and again in January 2012. In July 2012 changes were made to D in order to align with Idaho's open meeting law and clarify non-members' attendance at faculty meetings. For further information, consult the Office of the Faculty Secretary (208-885-6151). [ed. 7-97, rev. 7-09, 7-11, 1-12, 7-12]

CONTENTS:

- A. Voting Privilege
- B. Referral of Catalog-Change Proposals
- C. Circulation of Curricular and Policy Proposals
- D. Admission of Nonmembers to Faculty Meetings
- E. Procedures for First Fall Meeting
- F. Minutes
- G. Identification of Speakers

A. VOTING PRIVILEGE. Constituent faculties of colleges and other UI units must limit the voting privilege to those who are qualified under the provisions of the constitution of the university faculty. [See 1520 II-1 and II-3.] Moreover, those who are qualified cannot be deprived of their vote in meetings of constituent faculties. [See 1520 IV-8.] Emeritus and adjunct faculty, staff, students, and others may be permitted to participate in faculty meetings in an advisory capacity only, and they may serve as voting members of committees (see FSH 1520 Article II, Section 3 for affiliate voting rights). [rev. 1-12]

A-1. Venue Determination. Remote sites that seek full participation at faculty meetings must submit to the Office of the Faculty Secretary by April 15th (when senate elections are due) a participation form for approval of their venue by Faculty Senate. The form is available on the Faculty Senate website under [University Faculty Meetings](#). (see also 1520, III-1-A). [add. 7-09, ed. 7-11, rev. 1-12]

B. REFERRAL OF CATALOG-CHANGE PROPOSALS. When substantive catalog changes of a curricular nature that have not been considered by the University Curriculum Committee are presented directly to the university faculty, such proposals are referred automatically to the University Curriculum Committee for study and recommendation.

C. CIRCULATION OF CURRICULAR AND POLICY PROPOSALS.

C-1. Routine Catalog-Change Proposals. Additions, deletions, and changes of courses and changes in existing curricula may, after approval by the University Curriculum Committee, be circulated in a general curriculum report (GCR) to the faculty for consideration and published at an appropriate UI web-site. [ed. 7-02, rev. 7-11]

C-2. Policy-Change Proposals. Proposals that affect university policy see FSH 1460. General university academic requirements, e.g., those in part 3 of the catalog, or that concern the addition or expansion of instructional programs may, after approval by the Faculty Senate, be circulated in a general policy report (GPR) to the faculty for consideration. The report is also published on the Faculty Senate web-site and its publication announced through electronic means to the faculty. [ed. 7-02, 7-09, rev. 7-11]

C-3. Actions of the University Curriculum Committee and of the Faculty Senate that are circulated in general curriculum-policy reports (C-1 and C-2) are considered to have the necessary faculty approvals unless a petition requesting further consideration of specific items is signed by five faculty members and submitted to the chair of the Faculty Senate within 14 calendar days after the date of circulation. If no petition is received within 14 days, the

entire report is submitted to the president for approval and transmittal to the regents, if regents' action is required. [ed. 7-09, 7-11]

C-4. If a petition is received, the items in the report for which further consideration is requested will be referred to the Faculty Senate, and the remainder of the report will move forward. On items referred to it, the Senate may (a) affirm the action and report it to a meeting of the university faculty, (b) amend the action and report it to a meeting of the university faculty, or (c) rescind the action. [NOTE: If a petition concerns courses or curricula in the College of Letters and Science or in the College of Agriculture, and is signed by five faculty members of the respective college, those items will be returned to the college concerned for further consideration.] [ed. 7-09]

C-5. Faculty Approval. Any policy item approved by Senate and not circulated on a general policy report will be included in the agenda of the next appropriate university faculty meeting for faculty approval. Items approved at a university faculty meeting are forwarded to the president for approval and transmittal to the regents, if regents' action is required. See 1420 A-1 c. for time periods for presidential action on Faculty Senate items. [add. 7-11]

C-6. Interim Approval. If there is insufficient opportunity for the faculty to act on a routine catalog-change proposal [see C-1] between the time of its approval by the University Curriculum Committee and the date that it is to be effective, it may be reported directly to the president. Upon approval by the president, the change will be considered temporarily approved for implementation. Such interim approval is valid only until the end of the succeeding semester. Actions thus approved will be reported to the faculty at the earliest possible time, either in the agenda for a faculty meeting or in a general curriculum-policy report. Continuing approval of the change is subject to ratification at a faculty meeting or by the procedures described in C-3 and C-4. (To illustrate: Late in the spring semester, the University Curriculum Committee approves a routine catalog change that is to be effective during the next fall semester. That action is reported to the president and, if approved by the president, the change can be put into effect. If it is included in a curriculum-policy report that is circulated to the resident faculty early in the fall semester, the approval of the change may, by means of the steps outlined in C-3 and C-4, become permanent or it may be terminated at the end of that semester. Alternatively, the faculty may take either of these actions in a meeting if the change is included in the agenda.) [ren. 7-11]

D. ADMISSION OF NONMEMBERS TO FACULTY MEETINGS. Nonmembers are welcome to attend meetings of the university faculty. Nonmembers who wish to speak at such a meeting must submit a request to the faculty secretary at least two business days in advance of the meeting specifying both the topic and purpose of their comments. The faculty secretary shall notify the senate chair and the President's Office. The president and chair will decide whether to allow the guest to speak. All nonmember speakers must identify themselves at the onset of their remarks. [ed. 7-09, rev. 7-12]

~~E. PROCEDURES FOR FIRST FALL MEETING.~~

~~— E-1. Substantive policy matters are not included in the agenda for the first fall meeting of the university faculty unless emergency action is needed on particular items.~~

~~— E-2. To expedite the proceedings, each new member of the resident faculty is introduced by name and department only. The person's name, degrees, past experience, new assignment, campus telephone number, and the location of his or her office are supplied by each dean or division head to the president's office well ahead of the meeting. The president's office compiles the information by colleges or similar units and distributes it at the meeting. [7-02]~~

FE. MINUTES. Minutes of the meetings of the university faculty, constituent faculties, and committees are to be sent on a regular basis to the Department of Special Collections and Archives in the University Library.

GF. IDENTIFICATION OF SPEAKERS. Those who are recognized by the chair for the purpose of speaking at meetings of the university faculty are to identify themselves by name and discipline or position.

3740

EMPLOYEE EDUCATIONAL ASSISTANCE

PREAMBLE: This section outlines the policy by which employees may enroll in the university for reduced fees. This information was an original part of the 1979 Handbook, originally in single section with what are now 3750 and 3760. To reflect changes in federal law, the latter two were separated into new sections in December of 1992. Unless otherwise noted, the text is as of July 1996. Further information is available from Human Resources (208-885-3609). [ed. 7-97, 7-00, 7-01]

CONTENTS:

- A. Policy
- B. Student Employees Excluded
- C. Employees Not on Appointment ~~D~~during Summer
- D. Employees' Registration Limited and Administrators' Approval
- E. Registration for Other ~~T~~han Regular Credit
- F. Termination of Employment
- G. Limited to Regular Programs and Terms
- H. Limitation to Academic Services

A. POLICY. Under the Employee Educational Assistance Program, board-appointed UI employees on regular appointment who work at least half-time (including those on official leave), may enroll in the university for reduced fees (\$20 registration fee plus \$5 a credit). The value of waivers received as Employee Educational Assistance are excludable from taxable income ~~under section 162 of in accordance with~~ the Internal Revenue Code, with certain limitations. Please refer to the Benefits section of the Human Resources website for specific terms and conditions. Enrollment in courses under this program is deemed to be either (1) required as a condition of employment to maintain or improve skills, or (2) of benefit to the university. Participation in the Employee Educational Assistance Program is subject to the provisions, interpretations, and limitations contained in the following subsections. [ed. 7-02]

B. STUDENT EMPLOYEES EXCLUDED. Employees who are full-time students, including instructional assistants and graduate assistants, are not eligible for this program and are required to pay tuition and other fees charged to full-time students. [Consult the Graduate Bulletin for information concerning assistantships.]

C. EMPLOYEES NOT ON APPOINTMENT DURING SUMMER. An eligible employee who holds an appointment during a spring semester and for the ensuing fall semester, but is not on appointment during the intervening summer, may register under this policy for the equivalent of full-time study or fewer credits during that summer session.

D. EMPLOYEES' REGISTRATION LIMITED AND ADMINISTRATORS' APPROVAL REQUIRED. Written approval of the employee's department administrator and dean or director must be entered on a Faculty-Staff Registration Permit Form which should be attached to the registration form. Faculty-Staff Registration Permit Forms are available in the departments. An employee's registration for courses under this policy is limited to six credits in a semester, three credits in the summer session, and three credits per year in intersession courses. These limits may be exceeded only with the prior approval of the provost. If these limits are exceeded, full fees and applicable tuition are charged for those credits that exceed the specified limit. Moreover, if the class attendance is to be during normal duty hours, the employee and the administrative superior are responsible for establishing a mutually satisfactory arrangement under which the employee will carry out the full services for which he or she is appointed and paid. The employee is expected to take annual leave when taking intersession courses. [ed. 7-02]

E. REGISTRATION FOR OTHER THAN REGULAR CREDIT. In applying the credit limitations in C, courses taken for audit, zero-credit, or CEUs are counted as if they were taken for regular credit.

F. TERMINATION OF EMPLOYMENT. If an employee's appointment is terminated during an academic period for which the employee is registered for academic work under this policy, the academic work must be terminated unless the applicable fees are paid.

G. LIMITATION TO REGULAR PROGRAMS AND TERMS. This educational assistance program applies only to courses that are offered as a part of the regular program on the Moscow campus during a regular academic session or intersession period. Specifically, courses offered through correspondence or continuing education are excluded from this program.

H. LIMITATION TO ACADEMIC SERVICES. An employee who is registered under this policy is entitled only to academic services (e.g., instruction and use of the library). Other services covered by regular fees, such as student health services, insurance, ASUI membership, student activities, and admission to athletic events, are not included. Special fees imposed for certain aspects of instruction, such as for special courses and programs, individual instruction in music, and course-related field trips, must be paid.

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #4

**3:30 p.m. - Tuesday, September 13, 2016
Brink Hall Faculty-Staff Lounge & Skype for Business**

Order of Business

I. Call to Order.

II. Minutes.

III.

- Minutes of the 2016-17 Faculty Senate Meeting #3, September 6, 2016 (vote)

IV. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

Committee on Committees:

Summer/Fall Committee Changes/Vacancies (Hrdlicka)

VII. Special Orders.

- Prioritize Retreat Items

VIII. Unfinished Business and General Orders.

- **Senate Elections to Campus Planning and Student Appeals**
- **FS-17-002:** FSH 3360 Probation, Promotion, Demotion and Transfer of Classified Employees & 3930 – Separation of Classified Employees (Crowley)
- **FS-17-003:** FSH 3070 – Employment Procedures to Comply with Immigration and Naturalization Laws (Terwilliger/Craig)

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #3
Summer/Fall Committee changes
Retreat Item List
Election memo
FS-17-002 through 003

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #3, Tuesday, September 6, 2016

Present: Anderson (Mike), Anderson (Miranda), Barbour, Boschetti, Brandt, Brewick, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Donohoe, Fisher, Folwell, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Markuson, Morrison, Nicotra, Panttaja, Payant, Pregitzer, Stegner, Vella, Wiencek (w/o vote), Wolf. **Absent:** Adekanmbi, Sixtos. **Guests:** 10

Chair Brandt called meeting #3 to order at 3:31. The Faculty Secretary noted that he had accepted Executive Director Wes Matthews' request for a slight rewording to last week's minutes on page 2. The last part of the sentence, of the third to last paragraph, now reads: "we are well below the market rate on average." A motion (Morrison/Brewick) to approve the minutes (as amended) for the August 30, 2016 meeting passed unanimously.

Chair's Report: Chair Brandt took the opportunity to note that since the Senate is a representative body, we are dependent upon each Senator finding appropriate ways to keep our colleagues informed about Senate activities and to report back on important issues arising in the colleges and across campus.

Professor Brandt also called everyone's attention to President Staben's recent letter which refers to the creation of a new committee entitled the Institutional Planning and Effectiveness Committee. This committee will serve as a key committee to put the recently developed strategic plan into effect. We have been asked to nominate two faculty members to be on this committee. Please send the Senate Leadership the names of those you would like to nominate. She would like to have these nominations by September 14th. Vice Chair Hrdlicka added that the committee was expected to work closely with the President's Cabinet and UBFC to implement the strategic plan and institutionalize the program prioritization process required by the State Board.

Chair Brandt announced that on September 22nd from 2-5 there will be an information session on the spread pay issue. There should be an email coming out on this soon. There are some significant planning issues to consider for people moving from spread pay to standard pay.

Referring to the Senate discussion last week with the Compensation Task Force, Chair Brandt reminded everyone that we are working with V.P. Foisy to create a parallel task force to focus on issues related to faculty compensation. She asked that nominations for faculty to serve on this committee be sent to her. The Chair also asked if Senators felt they had enough time to ask questions during the task force presentation last week. If not, we could request V.P. Foisy and Mr. Matthews to return in the near future.

Professor Brandt's last item related to requests to discuss the most recent climate survey. President Staben plans to discuss this survey in his State of the University Address. After that we will have an opportunity to discuss the survey results.

Provost's Report: Provost Wiencek picked up on the last item. He noted that last year we did review the HERI survey results in the Senate. The most recent survey is associated with the Chronical of Higher Education. This survey is broader than the HERI survey in that it includes both faculty and staff. He stated that the results from this survey were consistent with previous results. The President would like the opportunity to discuss the results at Provost Council and a planned retreat, before his State of the University address. The Provost stated that there won't be any surprises and while he was generally encouraged by the results there was room for improvement.

Provost Wiencek noted that we have just hired a new Vice Provost for Strategic Enrollment Management. Dean Kahler is currently the Vice-Chancellor for Enrollment Management at the University of Arkansas, Little Rock. Dr. Kahler plans to start at the UI in mid-October.

The Provost commented on the most recent enrollment data. Enrollment of first year students is up 4.5%. We are up 4.4% with new transfer students. Enrollment is up 14.3% with students from under-represented groups and up 7.2% with in-state students. We are down 2.6% with non-resident students, which includes international students. While we are down around 2% overall, this data suggests a strong recruiting cycle for the year. He expects the final numbers to look better than these initial numbers.

The Provost stated that we will be searching for a new Vice Provost for Academic Initiatives. He expects to make an internal hire for this year while we begin a national search.

Lionel Hampton Jazz Festival: Chair Brandt invited Professors Torrey Lawrence, Vanessa Sielert and Vern Sielert from the Lionel Hampton School of Music to discuss proposed changes to the Lionel Hampton Jazz Festival (Festival).

Professor Lawrence (Director of the Lionel Hampton School of Music) made some introductory remarks about the current status of the Festival. This coming year will mark the 50th anniversary of the Festival. The Festival has received a Presidential Award for the Arts making the UI the only public institution to receive this award. Operating control of the Festival has been returned to the School of Music and they are planning some major changes this year with the primary hope of returning to its roots. The Festival has four main components:

- Students from elementary school through college come to campus to perform
- Workshops given by performers are open to the public
- Evening performances
- Jazz in school programs

In the past the Festival has drawn up to 10,000 guests to the UI. In recent years the number attending the Festival has been closer to 3,000. Professor Lawrence stated that the decision has been made to return the Festival to the Hampton School. Professor Vern Sielert will serve as the artistic advisor and Professor Vanessa Sielert will be the educational advisor. In addition, Aaron Mayhugh will be the Festival manager. Their plan is to:

- focus on the educational experience of the Festival
- improve the artistic connections
- rightsize the Festival—reduce the evening performances to three days
- return the Festival to the UI campus.

Professor Vern Sielert commented that the theme for this year is “Grounded in Tradition: Breaking New Ground.” He stated that all three evening performances will be in the Kibbie Dome from 7:30-10 pm. They have had many discussions with local educators about what works best for the visiting students. They will be returning to a competitive format with the winners appearing during the evening performances.

Professor Vanessa Sielert elaborated on the return to a competitive format. They will be using a tablet-based scoring system for the judges. They will also use voice-recorded, rather than written comments, from the adjudicators. She also discussed issues related to the return to campus. Rather than using off-campus sites for the competitions and workshops, they hope to try to keep these events on campus to

provide visiting students with the experience of a university campus. It is thought this will help with recruiting students. The majority of students that come to campus are not music majors and they hope to provide information to aid departments across campus in recruiting these students. The major challenge in returning the Festival to campus is in assuring that there is sufficient classroom space. They estimate that 23% of classes on Thursday and Friday will be impacted. To deal with this issue there seems to be two options:

- cancel specific classes and offer alternative educational opportunities
- cancel all classes for both days.

While cancelling all classes allows for everyone to participate fully in the event, they are concerned that this could serve as an excuse to leave campus. Given that Monday is a holiday (President's Day), students might take the opportunity for an early spring break. Also, they would like the community to be lively in order to enhance recruiting.

A Senator asked about student attendance and whether these changes would help improve attendance. Professor Lawrence stated that it was hard to determine what led to the decline in student attendance. He noted that the responses they have gotten from schools to the proposed changes have been very positive. They were hopeful that these changes would help with increasing the attendance.

Another Senator stated that the proposed changes were exciting and voiced the view that it would not be desirable to cancel all classes. She wondered if the Registrar's Office might be able to identify faculty, who were willing to find alternatives on those days, and assign them to the classrooms that would be needed for the Festival. Representatives from the Registrar's Office noted that this might be difficult, but they could look into it.

A Senator asked how many UI students got involved in the Festival. Professor Lawrence stated that this was not easy to count. Students participated as performers, volunteers, and by attending workshops and performances. This is something they are interested in increasing. Bringing all the Festival activities on campus should help.

A Senator asked the Provost if there were financial implications to canceling classes. [N.B. *Faculty-Staff Handbook* sections [4610](#) and [4620](#) address class cancelations.] The Provost stated that one of the proposals he had seen involved changing the academic calendar. The Registrar's office noted that one way to do this would be to start the spring semester on Monday instead of Wednesday. There was a general discussion of the relative merits of canceling all classes v. canceling just those classes directly impacted by the need for classroom space. Various Senators expressed concerns about canceling all classes as this might lead some students to simply take the entire week off. The Provost stated that he wanted to support the Jazz Festival, but he was also concerned about impacting many students and professors who were not at the Senate to voice their objections. Eventually a motion (Folwell/Panttaji) was offered that the Senate should endorse the general concept and plans offered by the School of Music to bring the Jazz Festival back to campus. The motion took no position on the thornier question of whether to cancel all courses, or just those directly affected by the need for classroom space. The motion passed without objection. The Provost stated that he would like to take the issue to Dean's Council and seek to obtain general support across campus. He expected that there would be considerable support for the new direction for the Jazz Festival.

A Senator expressed his concern that we ought to gather data about the cost and the degree of support for the Festival on campus. He would like to see better evidence of how many students were recruited by the Festival, and how much support there was for Festival. Another Senator countered these

concerns by stating that the Festival was a signature event on campus and presented a significant opportunity for the University to fulfill its role as a curator of culture. The Festival is squarely within the University's mission, regardless of whether it serves as a recruiting mechanism.

The Chair thanked everyone for the discussion and comments and noted that we look forward to see how this develops.

2015-16 Senate Annual Report: Faculty Secretary Crowley presented the report of the activities and actions of last year's Senate. Professor Crowley stated that the report was compiled through the efforts of Ann Thompson (with an assist from Joan Jones). The Report allows people to track the activities of the Senate and locate when various issues were discussed. Our office frequently receives requests from faculty to locate the discussions held by the Senate on particular issues and this report helps people to find the relevant information.

Retreat Review: Chair Brandt asked Senators to note the summary of the Retreat contained in the senate packet. Senate Leadership will be delegating some of the items raised in the retreat to the relevant committees. Her goal today is to remind Senators of what was discussed on that hot day, and ask if there are any comments about how we should proceed. She also explained that we will be using this list of issues to inform us on who we should be inviting to the Senate. A Senator asked about the question of funding for TA's and how we might proceed. Chair Brandt stated that the College of Graduate Studies would be coming back to the Senate on the expansion of leave benefits for graduate students. It was also suggested that we needed to be considering ways to help advance the proposal to fund increases for TA's. A question was also asked about progress on last year's report regarding contingent faculty. Chair Brandt stated she would add this issue to the list and report back to the Senate. Another Senator asked about who was looking at the faculty evaluation pilot forms. Chair Brandt stated that she had talked to the Faculty Affairs Committee about the pilot forms and to consider the compensation form that was not acted upon at the end of last year. The student evaluation forms will be taken up by the Teaching & Advising Committee.

Election to Specific Senate Committees: Chair Brandt stated that she was resigning from UBFC and recommending appointing Senator Patrick Hrdlicka to fill the rest of her term. She was also recommending that Senator Mike Anderson be appointed to fill the 2019 term of UBFC. A motion (Folwell/Caplan) to approve these appointments passed unanimously. Chair Brandt also stated that she was still looking for someone to fill the vacancies on the Campus Planning Advisory Committee and the Student Appeals Committee. These are important positions that we need to fill.

Adjournment: With no new business Chair Brandt accepted a motion (Brewick/Folwell) to adjourn. This motion passed unanimously at 4:50 pm.

Respectfully submitted,
Don Crowley, Faculty Secretary and Secretary to the Faculty Senate

2016-17 Committee Appointment Changes/Vacancies

Changes to Senate Committees since those approved at Spring 2016 senate meeting.

Committee/reason	Vacancy/appointment
Academic Petitions – Faculty (dean)	Traci Craig (2017)
Borah – Anthony Davis left UI	Marco Deyasi (2017)
Campus Planning	Dean Panttaja (2019)
Honors Program – vacant Academic Dean	Mark Nielsen (2019)
Officer Education – Alton Campbell retiring	Erin Stoddart (2017)
Safety & Loss – Guy Knudsen left UI	Vacant (CALs) (2018)
Student Appeals Committee	John Cannon (2019)
Student Disciplinary Review Board	Tom Bitterwolf (2017)
Teaching & Advising	Helen Joyner (2019)
Univ. Budget & Finance	Kerri Vierling (2019)
UCC: A&A	Vacant (2018)
Science	Dinara Storfer (2017)
UCGE: Business	Dan Hickman (2019)
A&A	Vacant (2019)
CALs	Vacant (2017)

Student Bar Association

20 Univ. Budget & Finance	Paul Hawkins
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Graduate Student Appointments

10 Americans with Disabilities Act Advisory Committee	Tenzin Dulal
60 Library Affairs	Vankata Koganti
76 Safety & Loss Control	Charles Nwamba
20 Univ. Budget & Finance	Jillepalli Ananth
91 University Curriculum Committee	Rick Leathers
83 Student Appeals Committee	vacant
93 Student Disciplinary Review Board	Oluwatomisin Orisadipe
95 University Security & Compliance	Kushal Patel

Staff Affair Appointments/Changes

Parking	Jose	Almada	(2019)	ITS/3155
Student Appeal Committee	Julia	Keleher	(2018)	LGBTQA/
Student Appeal Committee	Sean	Scoggin	(2017)	Graduate Studies/3019
Student Disciplinary Review Board	Cari	Espenschade	(2018)	LHS of Music/4015

ASUI

Administrative Hearing Board	vacant
Americans with Disabilities Act Advisory Committee	vacant
Univ. Budget & Finance	vacant
Commencement Committee	vacant
Committee on Committees	vacant
Arts	vacant
Arts	vacant
Grievance Comm. for Stud. Empl.	vacant
Grievance Comm. for Stud. Empl.	vacant
Grievance Comm. for Stud. Empl.	vacant
Grievance Comm. for Stud. Empl. (Alt.)	vacant
Honors Program Committee	vacant
Information Technology Committee	vacant
Ubuntu	vacant
Ubuntu	vacant
Library Affairs Committee	vacant
Officer Education	vacant
Officer Education	vacant
Parking	vacant
Parking	vacant
Safety & Loss Control	vacant
Student Financial Aid	vacant
Student Financial Aid	vacant
Teacher Education Coordinating Committee	vacant
Teacher Education Coordinating Committee	vacant
Teaching & Advising Committee	vacant
University Committee for General Education	vacant
University Committee for General Education	vacant
General Education Assessment Committee	vacant
General Education Assessment Committee	vacant
University Curriculum Committee	vacant
University Curriculum Committee	vacant
Student Disciplinary Review Board	vacant
University Security & Compliance Committee	vacant
University Security & Compliance Committee	vacant
Student Appeals Committee	Rachael Miller
Student Appeals Committee	Jordan Tomchack

2016-2017 Senate Retreat Items to Prioritize

Topic	Description/Committee	Action
Retreat suggestions for 2017	<ul style="list-style-type: none"> • Hold in Commons (air conditioned) • Name tags • Have annual report completed in time • Schedule day/time before Senate leaves in spring (typically Tuesday before classes begin) • Better/more poster/clip boards to hold large pads 	August 15 th pm/am???
Morale:	<ul style="list-style-type: none"> • Business systems, how do we get things done? • Need report on HERI & other climate surveys. 	Provost will report on surveys following president's address
TAs	<ul style="list-style-type: none"> • Comprehensive report on TA's • how used • salary (see contingent task force below) • numbers • allocation amount of current tuition waivers 	
Contingent Faculty Task Force (benefits)	<ul style="list-style-type: none"> • Assign to committee – which one? Some deans have made changes to these appointments but not all. See 2015-16 Senate Mtg. #21, Dean Stauffer requested the suggestions of the task force be further explored by a senate committee. 	Faculty Affairs
Salary	<ul style="list-style-type: none"> • Faculty Taskforce on Market Salaries • Compensation form - FAC • How do performance evaluations fit in here, especially with the new evaluation pilot form • If not linked, how will merit be determined • Ask new HR Director Wes Matthews 	Faculty Task Force - 8 colleges, Faculty Secretary
Enrollment	<ul style="list-style-type: none"> • How will \$ follow this, what is the patch • UBFC Report • Enrollment strategy for other campuses, how does it fit 	
Student Code of Conduct	FSH vs. APM 9 hours training SDRB & SAC	
Video Conferencing/Distance Education	<ul style="list-style-type: none"> • Tech Support for • Leadership's view on Distance Learning • Registration for Distance Learning – tracking • Lots of mystery • Committee (connect to Provost & to DEE & Registrar) • composed of people with vested interested in distance ed (i.e., people from disciplines teaching them, off-campus sites interested in using them) + IT/infrastructure people who can speak to the technical viability of approaches + a representative from the Provost office + somebody from marketing 	
Faculty Performance	Faculty Affairs:	Work in progress. Pilot

Evaluations	<ul style="list-style-type: none">• AE & PD pilot forms & policy• How is teaching evaluated• Compensation form• disparate uses within dept., how to handle	form sent out January 2016
Teaching Center	report	
Student Evaluation of Teaching	current pilot, 2 forms will run	
Grade inflation, plus/minus.	Look at Teaching & Advising Report Mtg. #28 2015-16 Senate	

M E M O R A N D U M

TO: Faculty Senate
FROM: Don Crowley
DATE: September 11, 2016
RE: Election of Senate Members to Committees

The Faculty Senate will need to elect senators for the vacancies as noted below:

Benefits Advisory Group Patrick Hrdlicka, (2018)

Campus Planning Advisory Committee: Greg Donohoe (2017)
Dean Panttaja (2019)

Student Appeals Committee: John Cannon (2019)
Caroline Payant (2017)

Eligible Senators: Any faculty senator.

University Budget & Finance Committee: Patrick Hrdlicka (to confirm)(2017)
Alan Caplan (2018)
Mike Anderson (to confirm)(2019)

President's Athletics Advisory Council: Annette Folwell (2017)



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 3360 – Probation, Promotion, Demotion & 3930 Separation of Classified Employees

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) Name Don Crowley, Faculty Secretary June 2016 Date _____
Telephone & Email: _____
crowley@uidaho.edu, 885-6151

Policy Sponsor: (If different than originator.) _____
 Name Wes Matthews, Exec. Dir. Human Resources Date _____
Telephone & Email: _____
wmatthews@uidaho.edu 9/8/16

Reviewed by General Counsel __ Yes __ No _____

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.

Address a contradiction between 3360 B-2 (keep language) and 3930 C-3, deleting last sentence that causes the contradiction.

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.

IV. Effective Date: This policy shall be effective immediately upon 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 THREE:

EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

July 2009

3360

**PROBATION, PROMOTION, DEMOTION, AND
TRANSFER OF CLASSIFIED EMPLOYEES**

PREAMBLE: An original part of the 1979 Handbook, this section underwent a full revision in 2003 to bring it in line with Regents policy. In 2009 a definitions section was added, APM 50.15 was incorporated into this policy and various minor edits were made. For further information, contact Human Resources (208-885-3638). [ed 7-97, 7-03, rev. 7-09]

CONTENTS:

- A. Definitions
- B. Probation
- C. Promotion
- D. Demotion
- E. Transfer

A. DEFINITIONS.

A-1. Certified Status. In this section and related policy statements, reference to “certified status” means that the employee has successfully completed the probationary period.

A-2. Demotion. Reassignment of an employee from his or her present position to one that is in a lower pay grade and in which the employee has previously held certified status or for which he or she has the minimum qualifications.

A-3. Probation. A working test period to provide unit administrators with an opportunity to evaluate a person’s work performance and suitability for the position. The probationary period for classified employees beginning a new position is six months.

A-4. Promotion. A career opportunity that involves greater responsibilities, and may also involve an increase in salary and a change in title. Promotions are not intended to be used where duties are changed on a temporary basis. A promotion is distinct from a reclassification in that it moves the employee into a different position, retaining little, if any, of the responsibilities of his or her previous position, as long as the employee meets the minimum qualifications of the position.

A-5. Reclassification. An employee retains the majority of his/her original responsibilities while accepting duties requiring a higher level of knowledge, skills or abilities.

A-6. Transfer. An opportunity for an employee to move into a different unit at the university with the same classification and title.

B. PROBATION.

B-1. Each employee, following initial appointment or promotion to a classified position, must successfully complete a probationary period of at least six full months. The probationary period in a given class must be completed within a single unit and not be interrupted by resignation or dismissal. An employee who has been separated during the probationary period, other than by “layoff” [see 3930 B], must begin a new probationary period upon being rehired or promoted to that class. [ed. 7-03, 7-09]

B-2. The unit administrator is encouraged to complete an employee performance development plan available on the Human Resource Development website at www.hr.uidaho.edu/hrd, and a 3-month and 6-month evaluation using the “Staff Personnel Evaluation” form [see 3340] available on the HR website at <http://www.uidaho.edu/humanresources.aspx>. The 6-month evaluation must be completed, discussed with the probationary employee, and reviewed by the second-level supervisor before the probationary period ends. A

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3360: Probation, Promotion, Demotion, and Transfer of Classified Employees

probationary employee may be dismissed or returned to his or her former classification, without cause being assigned, upon the recommendation of the unit administrator at any time before the completion of the probationary period with prior approval of the executive director for human resources or designee. **Normally, a probationary employee whose appointment is to be terminated will be given two weeks' notice.** Dismissal under these circumstances is not a basis for recourse to the grievance procedures described in 3860. [rev. 7-02, 7-03, 7-09]

C. PROMOTION.

C-1. An employee may be considered for promotion on the basis of his or her past record, length of service, performance in the present position, and qualification to perform the duties of the higher position. [See also 3380D.] [ren. 7-09]

C-2. A supervisor may promote an employee into a vacant position in the unit if the employee has demonstrated exceptional competency and skill for that position. [rev. & ren. 7-09]

C-3. A promotion may occur in a unit that is undergoing reorganization. In this case, an explanation of the office or unit changes and the reasons why the employee is qualified for the promotion is necessary. [rev. & ren. 7-09]

C-4. If the employee is promoted into a classification for which he or she is not certified, a 6-month probationary period is required (see FSH 3360, B-1). [rev. 7-03, ed. 7-09]

C-5. When there is more than one internal candidate who meets the minimum qualifications for the position within the unit, the hiring administrator must, at a minimum, conduct a UI-only search to document the candidate's qualifications and identify the most qualified individual. The hiring administrator must send an email to the Director of Human Rights, Access and Inclusion as hrai@uidaho.edu requesting a UI-only search stating that there is one promotional opportunity and more than one qualified internal candidate. [add. 7-03, rev. 7-09]

C-6. Process. The Director of Human Rights, Access and Inclusion is the approving authority for all promotions of classified employees. [add. 7-03, ed. 7-09]

a. To promote an employee, the unit follows all affirmative action and equal employment opportunity policies by posting the position in the Applicant Tracking System (ATS) and evaluating the applicants. The employee applies for the position using the ATS. See APM [50.02](#). [add. 7-09]

b. Exceptions to posting internal promotional opportunities require the review and approval of the Director of Human Rights, Access and Inclusion. The unit administrator must e-mail the Director of Human Rights, Access and Inclusion at hrai@uidaho.edu to request an internal promotion, stating the justification for waiver of a search. The unit must provide: [add. 7-09]

- 1) A current Results Oriented Job Description (ROJD), reviewed and approved by the classification and compensation analyst in Human Resources;
- 2) A resume from the promotion candidate;
- 3) The plans for the "to be vacant" position;
- 4) A salary recommendation (optional).

C-6. The unit must complete a standard Position Authorization Form, which must then be processed through regular approval channels. This includes any processes unique to the unit. [add. 7-09]

C-7. The Director of Human Rights, Access and Inclusion or designee will review and provide a written response to the request for promotion. The unit CANNOT offer the position until it receives approval from the Director of Human Rights, Access and Inclusion. For additional information call (208) 885-4285. [add. 7-09]

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3360: Probation, Promotion, Demotion, and Transfer of Classified Employees

D. DEMOTION.

[ed. 7-02]

D-1. An employee may be demoted, subject to the approval of the unit administrator and the executive director for human resources or designee. The unit administrator may recommend the demotion of an employee for any of the following reasons: *[ed. 7-02, ren. & ed. 7-09]*

- a. The reallocation or reclassification of a class or position to a lower pay grade.
- b. The elimination of the employee's position because of lack of work or lack of funds.
- c. Expiration of a temporary promotional assignment. *[add. 7-03]*
- d. The failure of the employee to complete successfully the probationary requirements of a higher position.
- e. Disciplinary action for causes stated in [3930 C-1](#) but not of a degree of severity that would warrant suspension or dismissal.
- f. At the request of the employee. *[rev. 7-02]*

D-3. Procedure. A unit administrator's recommendation that an employee be demoted is submitted through the dean or equivalent administrator. Concurrently, written notice is given to the employee and to the executive director for human resources or designee. An employee with certified status must be given notice of demotion at least 15 calendar days before its effective date and must be given the reasons for the demotion. *[ed. 7-03, ren. & ed. 7-09]*

D-4. Effect of Demotion on Salary. When an employee is demoted, his or her salary is reduced to a step in the lower pay grade as recommended by the unit administrator and the executive director for human resources or designee. If demotion is due to failure to successfully complete the probationary requirements of the higher position to which he or she had been provisionally promoted, the salary after demotion will normally coincide with the salary the employee was receiving before promotion. *[ed. 7-02, ren. & ed. 7-09]*

E. TRANSFER.

E-1. An employee may voluntarily transfer from one unit to another in the exact same title and pay grade. An employee who wishes to be transferred should make a written request to his or her unit administrator and Employment Services. UI may involuntarily transfer an employee as long as there is no loss of compensation. *[rev. 7-02, 7-03, rev. & ren. 7-09]*

E-2. An employee requesting transfer between units must complete application materials through Employment Services in HR before a transfer request will be considered. *[rev. 7-03, ren. & ed. 7-09]*

E-3. An employee-requested transfer between units also requires the written approval of the unit administrators concerned, the employee, and the director of employment services. *[add. 7-03, ren. & ed. 7-09]*

E-4. A transfer is made without reduction in hourly wage unless such reduction is agreed to by the employee and the unit administrator. *[ed. 7-02, ren. 7-03, ren. & ed. 7-09]*

E-5. The transfer of an employee does not affect his or her prior earned credited state service. However, the transfer may affect the employee's leave accrual rate, which is based on years of service, hours worked, and percentage of appointment. *[rev. 7-02,7-03, ren. 7-03, 7-09]*

3930

SEPARATION OF CLASSIFIED EMPLOYEES

PREAMBLE: This section outlines procedures for the separation, by resignation or dismissal, of classified employees. It underwent significant revisions in 2002. Further information may be obtained from Human Resources (208-885-3609). [ed. 7-97, 6-09, rev. 7-02]

CONTENTS:

- A. Resignations
- B. Layoffs
- C. Discipline Up To and Including Dismissal

A. RESIGNATIONS. Full-time classified employees who wish to resign are expected to give at least two weeks' notice.

B. LAYOFFS. [See also 3970.]

B-1. In the absence of sufficient work or sufficient funds or in the event of a reorganization of a unit that results in the elimination of one or more positions, employees may be laid off according to the following procedure:

- a. The departmental administrator determines which position classification is to be reduced.
- b. Departmental employees in that classification are categorized as follows (1) disabled war veterans, (2) employees with permanent status [see 3360 A-3] in the class, (3) probationary employees who have permanent status in a lower class, and (4) probationary employees without permanent status in any class.
- c. Departmental employees in the classification are awarded retention points as follows: (1) one point for each month of state service, (2) one point for each month of state service rated satisfactory, and (3) one-half point for each month of state service rated above satisfactory.
- d. Employees in category (4) are to be laid off before any in category (3) are laid off, and so on, with highest priority for retention assigned to those in category (1). Within each category, the employee with the lowest number of retention points is the first to be laid off.

B-2. In every case of layoff, except as provided in 3970 G-2, the departmental administrator must give two weeks' notice to the employee and concurrently to the assistant vice president for human resources. [rev. 7-02]

B-3. The assistant vice president for human resources will make every effort to place an employee being laid off in a position of the same classification and pay grade. If another position is not available, the employee's name is placed on a "layoff roster." An employee whose name is on this roster and who is qualified for the position must be offered reinstatement to a position in the class from which he or she was laid off, or in a lower class in the same series, or in a class in which the employee has held permanent status with UI, before any other person may be promoted, transferred, reinstated, or hired for that class by any UI unit. Preference for reemployment from layoff rosters is determined as in B-1, i.e., those in category (1) are to be reemployed before any in category (2) and so on, and, within a category, the employee with the largest number of retention points is the first to be reemployed. Names of employees laid off remain on the layoff roster for one year. [rev. 7-02]

B-4. An employee who resigns voluntarily, is terminated for cause, or fails to satisfactorily complete the required probationary period is not eligible to be placed on the layoff roster.

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3930: Separation of Classified Employees

C. DISCIPLINE UP TO AND INCLUDING DISMISSAL.

C-1. Adequate cause. The regents have defined adequate cause for discipline up to and including dismissal: "Adequate cause" means one (1) or more acts or omissions which, singly or in the aggregate, have directly and substantially affected or impaired an employee's performance of his professional or assigned duties or the interests of the Board, institution, agency, school, or office. In addition, any conduct seriously prejudicial to the Board, an institution, agency, school or office may constitute adequate cause for discipline, up to and including dismissal. Examples include, but are not limited to, one or more instances of sexual harassment or other form of harassment prohibited by law; immorality; criminality; dishonesty; unprofessional conduct; actions in violation of policies, directives, or orders of the Board, an institution, agency, school, or office; unsatisfactory or inadequate performance of duties, or failure to perform duties. [ed. 7-02]

C-2. Specific examples of behaviors that constitute adequate cause for discipline up to and including dismissal are: [ed. 7-02]

- a. Failure to perform the duties and carry out the obligations imposed upon him or her by the state constitution, state statutes, or UI rules and regulations.
- b. Inefficiency, incompetence, or negligence in the performance of duties.
- c. Physical or mental incapability of performing assigned duties.
- d. Refusal to accept a reasonable and proper assignment from an authorized superior.
- e. Insubordination, conduct unbecoming an employee, or conduct detrimental to good order and discipline in his or her department.
- f. Intoxication on duty.
- g. Careless, negligent, or improper use or unlawful conversion of UI property, equipment, or funds.
- h. Use of any influence that violates the principles of the merit system in an attempt to secure a promotion or privileges for individual advantage.
- i. Conviction of official misconduct in office, conviction of any felony, or conviction of any other crime involving moral turpitude.
- j. Acceptance of gifts in exchange for influence or favors given in his or her official capacity.
- k. Habitual pattern of failure to report for duty at the assigned time and place.
- l. Habitual improper use of sick-leave privileges.
- m. Unauthorized disclosure of confidential information.
- n. Absence without leave.
- o. Misstatement or deception in his or her application for UI employment.
- p. Failure to obtain or maintain a current license or certification lawfully required as a condition for performing his or her duties.
- q. Prohibited participation in political activities [see 6220 C].

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Section 3930: Separation of Classified Employees

C-3. Disciplinary Procedures. These procedures apply to discipline up to and including dismissal. Whenever a department administrator considers it necessary to discipline a classified employee, the administrator must provide the employee with written notice of the contemplated discipline and provide the employee an opportunity to respond and be heard. Such notice should also be sent to the assistant vice president for human resources. The notification is to clearly set forth the specific reasons for the contemplated disciplinary action. After the employee has exercised the opportunity to respond, or declined either affirmatively or through inaction, the department administrator may impose the discipline. If the discipline is dismissal the president or his designee must notify the employee in writing either personally served on the employee or sent by first-class mail, postage pre-paid to the employee at the last known address on file for the employee. When practical, notice of dismissal will be given at least two weeks' in advance of the effective date of dismissal. During the period between notification and effective date, the department administrator may require the employee to use accrued annual leave. ~~No specific requirement for advance notice of dismissal is necessary for probationary employees, but when practical at least five working days' notice should be given.~~

Commented [TA1]: Contradicts FSH 3360 B-2

C-4. Administrative Leave or Suspension. *[ed. 7-02]*

a. Suspension Defined. Suspension means an enforced period of absence from the workplace, with or without pay, for disciplinary purposes or pending investigation of allegations about employee behavior. All disciplinary actions including suspension and dismissal are matters that may be considered under employee grievance procedures [see 3860].

b. A departmental administrator may place a classified employee on administrative leave or suspension, with pay, immediately upon notice to the employee of contemplated disciplinary action, or pending investigation of charges that, if substantiated, would constitute adequate cause for dismissal.

c. Suspension on Felony Charges. A departmental administrator may place a classified employee on suspension, with pay, upon the issuance of an indictment for felony charges relating to conduct outside his or her employment and upon concurrent notification of the employee and the assistant vice president for human resources. Such suspensions may remain in effect during the time such charges are pending. Full reinstatement of all benefits and salary to which the employee would have otherwise been entitled will be provided to the employee upon a subsequent finding that the charges or information were without grounds or were dismissed.

d. Disciplinary Suspension. A departmental administrator may place a classified employee on suspension, without pay, for discipline, upon concurrent notification of the employee and the assistant vice president for human resources. Such suspensions must not exceed 30 calendar days.

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: FSH3070/ Employment Procedures to Comply With Immigration and Naturalization Laws

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): _____ Brandi Terwilliger May 3, 2016
(Please see FSH 1460 C) Name Date
Telephone & Email: 885-3008 brandit@uidaho.edu

Policy Sponsor: (If different than originator.) _____ Brian Foisy May 3, 2016-Reviewed and Approved
Name 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.
Minor edits that are necessary for federal compliance and/or to reflect the accurate information.
- II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
Nothing beyond the potential fines imposed if compliance is not adhered to.
- 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. **As soon as possible.**

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 THREE:

EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

January 2006

3070

EMPLOYMENT PROCEDURES TO COMPLY WITH

IMMIGRATION AND NATURALIZATION LAWS

PREAMBLE: This section outlines procedures by which UI complies with immigration and naturalization laws. This section appeared in the 1979 Handbook and has been revised from time to time since so as to keep it abreast of current federal regulations. Further information may be obtained from Human Resource Services (208-885-~~3609~~3638). [ed. 7-97]

A. POLICY. It is UI's policy to comply fully with the requirement of the United States Citizenship and Immigration Service that all employers complete a copy of Form I-9 for each employee hired after November 6, 1986 (and for employees initially hired before that date who have been terminated and rehired). [ed. 1-06]

B. PROCEDURES.

B-1. Each person being hired (faculty, staff, and students, including those on work study) completes and signs part 1 of Form I-9. The employer, after examining one document from list A [see copy of form on pages 2 and 3] or one document from list B and one from list C, completes and signs part 2 of the form. The ~~Payroll Office~~Human Resource Office is responsible for this procedure except for employees identified in B-2.

B-2. The ~~responsible administrator~~HR designated authorized representative at the place of employment completes and signs the form for ~~irregular help~~ employees hired off-campus. The ~~representative administrator may retain a copy of the form and~~ forwards the original, along with ~~Form W-4~~any other required paperwork, to the ~~Payroll~~Human Resources Office. Any copy is to be destroyed upon verification of the receipt of the original by the ~~Payroll Office~~Human Resource Office. [rev. 1-06]

B-3. Section 1 of the Form I-9 must be completed on the first day of work. Section 2 of the Form I-9 must be completed within three days of hiring (or, in the case of hiring for less than three days, before the end of the first day of work). If it cannot be completed within the required time, employment of that person must be terminated. [rev. 1-06]

B-4. No employee is to be paid ~~at off campus locations~~ by sight draft or through the UI payroll system until the Form I-9 has been completed.

B-5. It is important that prospective employees be advised to view the list of acceptable documents so they are able to complete the Form I-9 within the required time. [rev. 1-06]

B-6. ~~The employer is not required to verify the authenticity of documents presented. It is only necessary to ensure that they appear to be genuine and that a good faith effort has been made to comply with the INS requirements. If a document is obviously not genuine, the employee should be required to provide an alternative one. If there is any question at all about the employee's status, he or she should not be employed. The employer must examine the original document(s) in the physical presence of the employee, and if the documents reasonably appear on their face to be genuine and to relate to the person presenting them, you must accept them. To do otherwise could be an unfair immigration-related employment practice. If the document(s) do not reasonably appear on their face to be genuine or to relate to the person presenting them, or if they are expired, you must not accept them.~~

B-7. The employer must keep an employee's Form I-9 three years after his or her initial employment or one year

after the employment is terminated, whichever is later. *[rev. 1-06]*

(Please see the U.S. Citizenship and Immigration Service website at uscis.gov for the official form.)

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #3

**3:30 p.m. - Tuesday, September 6, 2016
Brink Hall Faculty-Staff Lounge & Skype for Business**

Order of Business

I. Call to Order.

II. Minutes.

III.

- Minutes of the 2016-17 Faculty Senate Meeting #2, August 30, 2016 (vote)

IV. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- Jazz Festival (Lawrence, Sielert, Sielert)
- 2015-16 Senate Annual Report from the Faculty Secretary's Office (Crowley)

VII. Committee Reports.

VII. Special Orders.

- Retreat Review

VIII. Unfinished Business and General Orders.

- Election to Specific Senate Committees (Brandt)(vote)

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #2
Jazz Festival
2015-16 Senate Annual Report
Retreat Minutes & Chair Workshop Minutes
Election to Specific Senate Committees

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #2, Tuesday, August 30, 2016

Present: Anderson (Mike), Anderson (Miranda), Barbour, Boschetti, Brandt, Brewick, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Donohoe, Folwell, Foster, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Markuson, Morrison, Nicotra, Panttaja, Payant, Pregitzer, Sixtos, Vella, Wiencek (w/o vote). **Absent:** Adekanmbi, Stegner, Fisher, Johnson. **Guests:** 8

Chair Brandt called Meeting #2 to order at 3:33. The Chair welcomed everyone to a new year. A motion (Folwell/Brewick) to approve the minutes for the May 10, 2016 meeting passed unanimously. A motion (Nicotra/Folwell) to approve the minutes for meeting #1 also held on May 10, 2016 passed unanimously.

Chair's Report: Chair Brandt announced that the early fall University Faculty Meeting (UFM) would not be held this year. A meeting could be held at a later date, if there is business that needs to be addressed. The *Faculty-Staff Handbook* (FSH) calls for a UFM at the beginning of the fall semester and has historically been used as an opportunity to welcome new faculty. Business is not usually conducted at this first meeting. There is now a new faculty orientation including a welcome dinner and thus we have made the decision not to hold this early fall UFM. Senate Leadership will bring forward a proposed revision to the FSH to change the requirement for a fall UFM.

We will be having a report on the retreat at our next senate meeting. Chair Brandt also wanted to remind everyone to speak up so our colleagues at our other sites can hear what is going on. We are experimenting with a new sound system and the acoustics in this room are not perfect. She may periodically ask people to speak up.

The Chair also asked to reorder today's agenda in order to maximize the time for discussion of the Compensation Task Force. She requested the Senate to do "special orders" and then return to the Provost's Report and the rest of the agenda. A motion (Folwell/Panttaja) to alter the agenda order to do special orders first passed unanimously.

Summer Graduates. A motion (Brewick/Foster) to approve the list of summer graduates passed unanimously.

Secretary to the Faculty Senate. FSH 1520 V Section 3. A motion (Nicotra/Folwell) to appoint Faculty Secretary Don Crowley to the role of secretary to the Faculty Senate passed unanimously.

Elections of Senate Members to Committees:

- Campus Planning Advisory Committee - Senator Greg Donohoe agreed to fill the open spot (2017).
- Student Appeals Committee - Senator Caroline Payant asked to be switched to the 2017 spot. This leaves the place open for someone to serve on this committee until 2019.
- University Budget & Finance Committee (UBFC) - After considerable discussion and several Senators contemplating, but not quite being able to commit to serving on the UBFC, the issue was left open for a future meeting.

A motion (Caplan/Nicotra) to approve those (Donohoe and Payant) who volunteered was approved. Chair Brandt promised to be contacting people to try to fill the remaining vacancies.

Provost's Report. Provost Wiencek stated that he is looking forward to working with the Senate in the coming year. He is a faculty member and views himself as part of the Faculty Senate. He felt he accomplished a lot last year and he hopes to accomplish even more this year. Last year the UBFC played a significant role in helping to determine university funding priorities. The role of UBFC in making funding decisions will continue in the future. He worried that the results of UBFC recommendations weren't communicated until June and many people were unaware of the results. Most of the recommendations from UBFC were funded at least at some level. The UBFC will play an important role in determining university priorities in the future.

As required by the Board, the university will be continuing with the program prioritization process. Now that the strategic plan has been finalized, the cascaded plans from the unit levels will need to be developed during this coming semester. These plans will also guide units as they make proposals to UBFC. He expects that the Faculty Senate will wish to continue with its examination of faculty evaluation forms. He expressed regrets about some of the communication gaps that developed at times last year and hoped that his office will be more engaged with the Senate when necessary.

There are a couple of dean vacancies. The Dean of the College of Science is being filled on an interim basis and a national search will begin this year. The College of Art & Architecture also has an opening. He has been meeting with faculty about how they will fill this on an interim basis. The faculty in the college will also be contemplating a plan for the future.

Compensation Task Force (CTF). Chair Brandt explained that the Senate had created a task force two years ago to consider issues in the classification system. Last year V.P. of Finance Brian Foisy suggested that perhaps it would be more appropriate that the task force was renamed as a compensation task force. This name change more accurately reflects the fundamental reason for moving away from the many problems created by the existing classification system. The Senate endorsed this change. The task force has been working through the summer and V.P. Foisy and the new Executive Director of Human Resources, Wes Matthews, are here to report on their progress.

Mr. Foisy began by noting that since he arrived on campus a year ago he has been promising that they would do something about staff compensation. The staff turnover rate has been around 18%. This is unacceptable. After Wes Matthews was hired in the early summer of 2016 he was tasked with "slaying the dragon" of our current classification system. The goal is to "build our team" and not lose highly qualified people. If one looks at our existing classification system the average pay rate inside the classification bands made it appear that we were already at market. We know this isn't true. Our classification system grouped all of our staff into eleven pay grades. Grouping employees performing very different jobs according to various job value factors resulted in many employees not receiving a market rate for the job they were performing. If, as Mr. Matthews has been doing, one looks at the actual market rate of specific positions on campus, we are well below the market rate on average.

The conversation was turned over to Director Matthews to provide some of the details of the plan the task force has been developing. The task force has been trying to develop a system which will move our employees towards receiving a market rate for their jobs. A market rate-based compensation system seeks to provide employees with a salary that matches what other similar institutions pay. A market rate is the statistical average of the wages paid for a particular job.

While it isn't always easy to identify our market, the task force has sought to use statistics provided through salary surveys. The idea will be to establish a market rate for every position. Paying market rates will help us recruit and retain highly qualified employees.

Determining what the market is has been the biggest issue facing the task force. One approach has been to determine market rates by using Idaho and the states in the surrounding area: Washington, Oregon, Nevada, Utah, Wyoming, Montana, as well as Colorado. Colorado is included because it is used by the State Human Resources in Idaho. The CTF have also tried to look at institutions that are similar to us which basically means looking at schools with a Carnegie High-Research classification. Using the above, it should be possible to obtain market data using either the Idaho Bureau of Labor Statistics (BLS) or CUPA (College and University Professional Association).

Director Matthews provided a handout showing how this might work for a specific employee. For instance the Idaho BLS data provides data for an entry level position. It also provides the median and the mean for that position. CUPA provides similar data. Using data of this type we can establish a "comparatio" to better determine what an individual's salary should be. Our expectation is that no one should be below 80% of the market rate, assuming satisfactory performance. In some cases the entry level salary might be above 80%.

The goal is to get our average salary to the market rate. That doesn't mean that everyone would be paid exactly the market rate since some employees would be above the average and some below. Using these tools does tend to centralize decision making about salaries. This approach provides a model to guide the entire university in making decisions about salaries. V.P. Foisy commented that following this system will also allow us to deal with the internal equity problems. Employees in different parts of the university performing the same job, with the same experience, should be paid the same, unless there are documented differences in their evaluations.

Mr. Matthews discussed some of the other factors that might affect one's salary even after the market rate has been determined. The factors that the taskforce has discussed are:

- previous experience
- education beyond minimum requirements
- longevity with the University
- experience in the position.

The proposal suggests that a person starts at 80% of the market rate and then is given credit for these factors. For instance, an employee might be given an extra % increase for time in service and time in a position. Once a person reaches the market average the yearly increases for longetivity/experience would be reduced. Overall, the plan anticipates that an employee would reach the market rate in eight years.

Vice President Foisy noted that there will be a memo coming out which will detail the times for open sessions and forums to present this plan to employees. Eleven meetings are scheduled during September. The plan is to have these meetings to obtain feedback and then make any necessary changes and adjustments. The current plan is to take this proposal to the State Board by mid-October to formally change our compensation system. This new plan should be in place in time for the next CEC (change in employee compensation) cycle next spring. A question was asked about how this applies to faculty. V.P. Foisy stated that many of these same principles could be applied to faculty, but the task force has not dealt with faculty salaries. Chair Brandt commented that Senate Leadership has discussed the idea of creating a similar task force to examine the issues of applying these market based concepts to faculty salaries.

Mr. Foisy briefly discussed the question of whether the UI has the resources to implement this plan. He pointed out that the UI has the resources to fix our compensation system. We might not have the will, or be willing to prioritize this issue, but if getting salaries to market was our highest priority, we could find the resources. If we grow our enrollment, there will be more revenue available to address this issue. In response to a question, Mr. Foisy clarified that the state does not tell us exactly how to use our general education budget. This leaves us with some discretion about what we prioritize. Obviously there are practical constraints, like the need to pay our utility bills, but he wanted to emphasize that we can make decisions about what we prioritize. Another Senator inquired about what processes might be available to look at our expenditures. V.P. Foisy noted that the Board does mandate us to look at our expenditures and what we prioritize. Provost Wiencek commented that this is what the newly proposed Institutional Planning and Effectiveness Committee will be working on. He also expects UBFC to play a central role in this process.

Adjournment: Chair Brandt noted that we were past our usual adjournment time. She thanked V.P Foisy and Director Matthews for their time and then accepted a motion (Foster/Panttaja) to adjourn at 5:10. This motion passed unanimously.

Respectfully submitted,

Don Crowley
Secretary to the Faculty Senate and Faculty Secretary

Lionel Hampton Jazz Festival

Presenters:

Torrey Lawrence, Professor and LHSOM Director

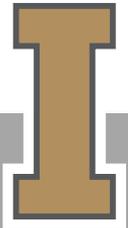
Vern Sielert, Professor and Director of Jazz Studies

Vanessa Sielert, Associate Professor and LHSOM Associate Director



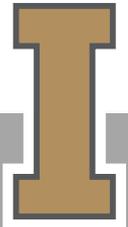
GOALS AND CHANGES FOR 2017

- Return the artistic and organizational leadership to LHSOM
- Secure the future of the festival
- Return festival events to the UI campus



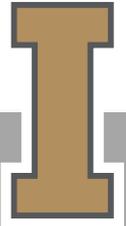
ARTISTS AND CONCERTS

- Theme: *“Grounded in Tradition, Breaking New Ground”*
- Night concert improvements
- Continue to feature UI ensembles
- Guest artist overview



EDUCATIONAL FOCUS

- Improvements to the participant experience
- Return to campus
- Challenge: UI classroom scheduling



CLASSROOM IMPACT

- **Sections: 23% impacted** (342 of 1,508 sections)
- **Student Headcount: 30% impact** (9,300 of 31,067 students)
- Headcount breakdown by College:

Letters Arts & Social Sciences	24%
Science	17%
Art & Architecture	15%
Agricultural & Life Sciences	14%
Natural Resources	11%
(no college designated)	10%
Engineering	8%
Education	6%
Business & Economics	2%



TO: 2016-2017 Faculty Senate
FROM: Don Crowley, Faculty Secretary
SUBJECT: Year-End Report for the 2015-2016 Academic Year
DATE: August 30, 2016

Following is the 19th annual report showing the items of discussion and accomplishments of the 2015-2016 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 2015-2016 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
APM	UP-15-054	Facilities	FS-16-001: APM 40.31— Tree Memorial & Recognition Program	9/8/15 #3 appr.	UFM 2/9/2016 FYI	7/27/15	n/a
APM	UP-16-001	Research	FS-16-002: APM 45.23— Dual Use Research of Concern	9/8/15 #3 appr.	UFM 2/9/2016 FYI	8/29/2015 appr.	n/a
Catalog	UCC-16-001a	Education	FS-16-003: Education- Discontinue Sport Science and Coaching Minors	9/22/15 #4 appr.	GP #61 appr.	12/18/2015 appr.	5/26/16
Catalog	UCC-16-001b	Education	FS-16-004: Education - Curriculum & Instruction Specialist Degree	10/6/15 #6 appr.	GP #61 appr.	12/18/2015 appr.	10/21/15
Catalog	UCC-16-001c	Education	FS-16-005: Education - Separation of Joint Minors Recreation & Sustainable Tourism & Leisure	9/22/15 #4 appr.	GP #61 appr.	12/18/ 2015 appr.	5/26/16
FSH	UP-16-002	ConC	FS-16-006: FSH 1640.83— Student Appeals Committee	9/29/15 #5 appr.	UFM 5/3/2016 appr.	7/1/2016 appr.	n/a
Catalog	UCC-16- 007a&b	Registrar	FS-16-007: Fall 2015/ Spring/2016 Exam Schedule	10/6/15 #6 appr.	GP #61 appr.	12/18/ 2015 appr.	n/a

FSH	UP-16-003	ConC	FS-16-008: FSH 3720-Sabbatical Leave	10/13/15 #7 appr. 10/20/15 #8 appr. w/changes	UFM 2/9/2016 appr.	4/6/2016 appr.	
FSH	UP-16-004 UP-16-005	ConC	FS-16-009: FSH 1640.74-Sabbatical Leave Committee; FSH 1640.90-General Education Assessment Committee	10/13/15 #7 appr. w/edits	UFM 2/9/2016 appr.	4/6/2016 appr.	n/a
Catalog	UCC-16-009b	Education	FS-16-010: Fee Request for Ph.D. in Higher Ed Leadership	10/20/15 #8 appr. 18-1-3	GP #61 appr.	12/18/2015 appr.	
APM	UP-16-006	Enviro. Health & Safety	FS-16-011: APM 35.60 - Hazard Communication Program	10/20/15 #8 FYI	UFM 2/9/2016 FYI	n/a	n/a
FSH	UP-16-008	Provost/ Senate Chair	FS-16-012: FSH 3320—Form 2—Administrator Evaluation Form	10/20/15 #8 (intro., sent to FAC)	n/a	n/a	n/a
FSH	UP-16-007	ORED	FS-16-013: FSH 5300—Copyrights, Protectable Discoveries and Other Intellectual Property Rights	11/3/15 #10 (intro) 12/8/15 #14 appr. w/changes	UFM 2/9/2016 appr.	4/6/2016 appr.	
Catalog	UCC-16-019	CNR	FS-16-014a: Minor name change – Conservation Social Science Minor to Natural Resource Conservation	11/17/15 #12 appr.	UFM 2/9/2016 appr.	4/6/2016 appr.	5/26/16
Catalog	UCC-16-019	CNR	FS-16-014b: Discontinue Certificate in Fire, Ecology & Management	11/17/15 #12 appr.	UFM 2/9/2016 appr.	4/6/2016 appr.	5/26/16
Catalog	UCC-16-018	CLASS	FS-16-015: Martin School Reorganization	11/17/15 #12 appr.	UFM 2/9/2016 appr.	4/6/2016 appr.	5/26/16
FSH	UP-16-008	Faculty Secretary	FS-16-016: FSH 3320—Faculty Evaluation – clarification on process	11/17/15 #12 12/1/15 #13 appr. w/edits	UFM 2/9/2016 appr.	4/6/2016 appr.	
FSH	UP-16-010	Faculty Secretary	FS-16-017: FSH 3710—Leave Policy – remove domestic partner language	12/8/15 #14 appr. w/ changes	UFM 2/9/2016 appr.	4/6/16 disappr.	

FSH	UP-16-009	HR/FAC/ Faculty Secretary	FS-16-018: FSH 3710— Leave Policy – parenting leave FSH 3710 – Leave Policy – parenting leave - version proposed by Provost	1/26/16 #16 2/2/16 #17 3/1/16 #20 3/8/16 #21 4/12/16 #25 motion to substitute version from Provost passed 16-2-3; appr. substituted version w/edits 13-3-5	UFM 5/3/2016 appr.	7/1/2016 appr.	
Catalog	UCC-16-022a	CLASS	FS-16-019: General Studies via Distance Ed	12/8/15 #14 appr. 16-1-1	UFM 2/9/2016 appr.	4/6/2016 appr.	5/26/16
Catalog	UCC-16-022b	CLASS	FS-16-020: Sociology- Criminology via Distance Ed	12/8/15 #14 appr. 16-0-2	GP #62 appr.	1/26/2016 appr.	2/18/16
Catalog	UCC-16-022c	CLASS	FS-16-021: History via Distance Ed	12/8/15 #14 appr. 16-0-2	UFM 2/9/2016 appr.	4/6/2016 appr.	5/26/16
Catalog	UCC-16-022d	CLASS	FS-16-022: Organizational Science via Distance Ed	12/8/15 #14 appr. 16-0-2	UFM 2/9/2016 appr.	4/6/2016 appr.	5/26/16
Catalog	UCC-16-022e	CLASS	FS-16-023: Psychology via Distance Ed	12/8/15 #14 appr. 16-0-1	UFM 2/9/2016 appr.	4/6/2016 appr.	5/26/16
Catalog	UCC-16-022f	CLASS	FS-16-024: Masters in Public Admin. via Distance Ed	12/8/15 #14 appr. 17-0-1	GP #62 appr.	1/26/2016 appr.	2/18/16
Catalog	UCC-16-020	Law	FS-16-025: Add Master of Law—L.L.M.	12/8/15 #14 appr. 17-0-1	GP #62 appr.	1/26/2016 appr.	2/18/16
Catalog	UCC-16-023	NR	FS-16-026: Name change Biological & Ag Engr. To Soil & water Systems	1/19/16 #15 (pulled by Provost Office)	UFM 5/3/2016 appr.	n/a	

FSH	UP-16-011	Task Force/Senate Chair FAC	FS-16-027: FSH 3320 – Faculty Annual Evaluation (change to narrative) & Compensation* forms FS-16-027rev: FSH 3320 Annual Evaluation 1. Senate Chair proposed alternative form; 2. Faculty Affairs *Compensation form (in review with FAC) see FS-16-060 below	1/19/16 #15 (intro., sent to FAC) 4/12/16 #25 appr. (Motion to form hybrid of Senate Chair & FAC versions, add % efforts to AE, survey to seek feedback on use) 4/19/16 #26 appr. with FAC requested edits	UFM 5/3/2016 appr.	7/1/2016 appr.	
FSH	UP-16-012	TEAC	FS-16-028: FSH 2700 – Student Evaluation Forms Norming Proposal from TEAC	9/22/15 #4 (intro) 2/2/16 #17 (update) 2/23/16 #19 appr. 13-4-2 disappr. 1-9-9	UFM 5/3/2016 appr.	7/1/2016 appr.	
Catalog	UCC-16-002	Registrar	FS-16-029: Prior Learning Assessment	2/2/16 #17 appr. 15-1-2	UFM 2/9/2016 appr.	4/6/2016 appr.	
Catalog	UCC-16-026a	NR	FS-16-030: Add Fire Ecology, Management, and Technology Grad. Cert.	2/2/16 #17 appr.	UFM 2/9/2016 appr.	4/6/2016 appr.	
Catalog	UCC-16-026b	NR	FS-16-031: Add Remote Sensing UG Cert.	2/2/16 #17 appr.	UFM 2/9/2016 appr.	4/6/2016 appr.	
Catalog	UCC-16-026c	NR	FS-16-032: Forest Resources name change to Forestry	2/2/16 #17 appr.	UFM 2/9/2016 appr.	4/6/2016 appr.	
Catalog	UCC-16-031a	Science	FS-16-033: Add Geography—Climate Change UG Certificate	2/16/16 #18 appr.	GP #63 appr.	5/23/2016 appr.	

Catalog	UCC-16-031b	Science	FS-16-034: Discontinue Geography—Climate Change Minor	2/16/16 #18 appr. 11-6-1	GP #63 appr.	5/23/2016 appr.	
Catalog	UCC-16-031c	Science	FS-16-035: Discontinue Biological Science—Reproductive Biology Grad Cert.	2/16/16 #18 appr.	GP #63 appr.	5/23/2016 appr.	
Catalog	UCC-16-033a	NR	FS-16-036: Add Natural Resources—Restoration Ecology UG Certificate	2/16/16 #18 appr.	GP #63 appr.	5/23/2016 appr.	
Catalog	UCC-16-033b	NR	FS-16-037: Add Natural Resources—Ecology Minor	2/16/16 #18 appr.	GP #63 appr.	5/23/2016 appr.	
Catalog	UCC-16-033c	NR	FS-16-038: Add Tribal Natural Resources Stewardship Certificate	2/16/16 #18 appr. 15-1-2	GP #63 appr.	5/23/2016 appr.	
Catalog	UCC-16-033d	NR	FS-16-039: Discontinue Environmental Water Science Grad. Certificate	2/23/16 #19 appr.	GP #63 appr.	5/23/2016 appr.	
Catalog	UCC-16-033e	NR	FS-16-040: Discontinue Environmental Contamination Assessment Grad. Certificate	2/23/16 #19 appr.	GP #63 appr.	5/23/2016 appr.	
Catalog	UCC-16-033f	NR	FS-16-041: Add Biophysical Science Option via Dist. Ed.	2/23/16 #19 appr.	GP #63 appr.	5/23/2016 appr.	
Catalog	UCC-16-034	UCGE	FS-16-042: Regulation J	3/1/16 #20 appr.	GP #63 appr.	5/23/2016 appr.	
Catalog	UCC-16-032a	CLASS	FS-16-043: Add Vocal Instrumental Music Education Minor	3/8/16 #21 appr.	GP #63 appr.	5/23/2016 appr.	
Catalog	UCC-16-032b	CLASS	FS-16-044: Remove Music: Vocal Emphases	3/8/16 #21 appr.	GP #63 appr.	5/23/2016 appr.	
Catalog	UCC-16-032c	CLASS	FS-16-045: Political Science - Discontinue American Government Public Law minor	3/8/16 #21 appr.	GP #63 appr.	5/23/2016 appr.	
Catalog	UCC-16-032d	CLASS	FS-16-046: Political Science - Discontinue International Political Economy minor	3/8/16 #21 appr.	GP #63 appr.	5/23/2016 appr.	
Catalog	UCC-16-032e	CLASS	FS-16-047: Political Science - Discontinue Public Admin. and Policy minor	3/8/16 #21 appr.	GP #63 appr.	5/23/2016 appr.	

Catalog	UCC-16-032g	CLASS	FS-16-048: Philosophy - Discontinue Global Justice UG Certificate	3/8/16 #21 appr.	GP #63 appr.	5/23/2016 appr.	
Catalog	UCC-16-032h	CLASS	FS-16-049: Philosophy - Discontinue Professional Ethics Certificate	3/8/16 #21 appr.	GP #63 appr.	5/23/2016 appr.	
Catalog	UCC-16-037a	Science	FS-16-050: Math: Applied Quantitative Modeling Option name change	3/8/16 #21 appr.	GP #63 appr.	5/23/2016 appr.	
Catalog	UCC-16-032f	CLASS	FS-16-051: Add Linguistics & Literacy UG emphasis	3/22/16 #22 appr.	GP #63 appr.	5/23/2016 appr.	
Catalog	UCC-16-036	Engineering	FS-16-052: Add Dept. of Biological Engineering	3/22/16 #22 appr. 18-0-1	GP #63 appr.	5/23/2016 appr.	
Catalog	UCC-16-040a	CLASS	FS-16-053: Changes to various Music emphases	3/22/16 #22 appr.	GP #63 appr.	5/23/2016 appr.	
APM	UP-16-013	Office of Public Safety	FS-16-054: APM 95.21 University Closures (see changes in FS-16-063 below)	4/19/16 #26 appr.	UFM 5/3/2016 FYI	7/1/16	n/a
FSH	UP-16-014	Staff Council	FS-16-055: FSH 1800 Amendments to Staff Council Bylaws	3/22/16 #22 appr.	UFM 5/3/2016 appr.	7/1/2016 appr.	n/a
FSH	UP-16-015	Student Code Task Force	FS-16-056: FSH 2400 University Disciplinary Process for Violations of Student Code of Conduct	3/29/16 #23 (intro) 4/5/16 #24 16-0-2 appr.	UFM 5/3/2016 appr.	7/1/2016 appr.	
FSH	UP-16-016	UBFC	FS-16-057: FSH 1640.20 Increase number of UBFC faculty members	3/22/16 #22 appr.	UFM 5/3/2016 appr.	7/1/2016 appr.	n/a
FSH	UP-16-017	Student Code Task Force	FS-16-058: FSH 1640.93 Student Disciplinary Review Board & 1640.83 Student Appeals Committee	4/5/16 #24 16-0-2 appr.	UFM 5/3/2016 appr.	7/1/2016 appr.	n/a

FSH	UP-16-018	Senate Chair FAC	FS-16-059: FSH 3050 Faculty Position Description (Pilot form) Senate Chair proposed alternate form.	4/12/16 #25 (intro – sent to FAC) 4/19/16 #26 appr. w/edits (Motion was made to adopt Senate Chair version, adopt a bar chart showing distribution of effort and retain the four category titles from FAC’s version.)	UFM 5/3/2016 appr.	7/1/2016 appr.	
FSH		Task Force/Senate Chair	FS-16-060 - Compensation form forthcoming from FAC	Deferred to 2016-17	n/a	n/a	
FSH	UCC-16-044	UCC	FS-16-061: Regulation J	4/19/16 #26 appr. 21-1-3	UFM 5/3/2016 appr.	7/1/2016 appr.	
Catalog	UCC-16-043	Law	FS-16-062: Law Expansion to Boise	4/19/16 #26 appr. 20-1-4	UFM 5/3/2016 appr.	7/1/2016 appr.	
FSH	UP-16-019	Human Resources	FS-16-063: FSH 3710— Leave Policy (2014 remaining changes-non parenting)	4/19/16 #26 appr. w/amend.	UFM 5/3/2016 appr.	7/1/2016 appr.	
FSH	UP-16-020	VP of Finance	FS-16-064: FSH 2800— Student Fees	4/19/16 #26 appr.	UFM 5/3/2016 appr.	7/1/2016 appr.	

II. The Faculty Senate Received Reports/Updates, Presentations from, and Engaged in Discussions:

- Annual Evaluations (12, 13)
 - Administrator Evaluation form 2 (8)
 - Faculty evaluation form (15-intro, 17, 25, 26)
- ASUI Resolutions: honoring retirees, posting grades on BbLearn (14)
- Athletics, non-renewal in Sun Belt Conference (22)
- Benefits Advisory Group (BAG) survey (6, 7, 13, 14)
- Blackboard (ASUI Presentation) (14, 23)

Budget

- 27th Pay Period (3, 15)
- process, new request (6, 13)
- SBOE (15)
 - 27th pay period
 - Enrollment Workload Adjustment
 - Forest utilization
 - Idaho Law/Justice Center
 - Occupancy
 - Tuition Lock
 - WWAMI

Carnegie 1 status (19, 21)

Change in Employee Compensation (19, 21)

Classification Task Force (renamed Compensation Task Force) (2, 13, 18, 19)

Common Read (15)

Communications & Marketing Strategic Plan (return fall report on survey and marketing ideas) (28)

Computing & Informatics Task Force (4)

Consolidated Fringe Rate (11)

Conflicts of Interest/Consulting task force (nominees Elizabeth Cooper, Dave McIlroy, Frank Cheng) (7, 8, 9)

Contingent Faculty/Staff Task Force (12, 21)

Dean of Students Office (12)

Distance (online) Education (5; 8 SBOE request to classify programs; 14)

Enrollment (2, 5, 6, 17, 19)

Enrollment Management (3, 15, 23)

Family Medical Leave (Parenting) for Teaching/Research Assistants (28)

Focus For the Future (8, 9, 10)

General Education (ISEM) (15)

"Go On" initiative funding from SBOE (3, 15)

HERI Faculty Survey (6, 15)

Human Resources update (18)

Hiring practices, internal (3, 14, 17, 19)

IT/Videoconferencing (& alternatives to Scopia) (13, 17)

Library Renovations (24)

Market Based Compensation System (18, 19)

NCAA report on Athletics (GPA/graduate rates, 'You Can Play') (22)

NWCCU Accreditation Report (15)

PeopleAdmin (14, 18)

Professional Development Committee (16, 18)

Retention Guide (5)

Retreat/prioritizing senate issues (2)

- annual evaluations
- distance education
- enrollment

- grade inflation
- Human Resources/PeopleAdmin
- morale issues
- salary & other budget issues
- vetoed policies

Salaries and enrollment (6)

Scopia, videoconferencing (13, 14, 17)

Spread Pay (2, 4, 5, 6, 10, 17, 27, 28)

Strategic (Action) Plan (4, 5, 11, 13, 14, 15, 17, 18, 19, 21, 22, 23, 26, 28)

- Sli.Do (8, 9, 12)
- Yellowdig (8, 9, 12, 14, 16, 17)

Student Evaluation of Teaching forms (4, 5, 17, 19, 20)

Student Code Task Force (23, 24)

- Disciplinary Process (23, 24)
- Student Disciplinary Review Board (24)
- Student Appeals Committee (5, 24)

TA/RA positions – basic overview (11)

Teaching & Advising Committee (28)

- Plus/minus grading
- BbLearn posting grades
- Teaching Center

Thesis/Dissertation Deadlines (extend discussion to fall) (26)

Tuition Lock (15)

Ubuntu (20)

- MLK Art & Essay contest
- lactation rooms
- transgender faculty/staff/students
- online AADA Compliance issues

Vandal Alert Protocol – APM 95.24 (27)

VIP (Vandal Ideas Project) Initiative (7, 8, 26)

VSLF (Vandal Strategic Loan Fund) (3, 4, 8)

Videoconferencing (Scopia) (13, 17)

Western University Exchange (WUE) (6)

Workplace training modules (6, 7, 16, 18)

- “Our Inclusive Community” (22, 24)

III. The Faculty Senate also took the Following Actions or addressed Requests for Committee/Task Force Volunteers:

2014-15 Faculty Senate Annual Report (2)

Benefits Advisory Committee - Patrick Hrdlicka (2)

Chair/Vice Chair Faculty Senate, elected professors Teal and Brandt (1)

Classification/Compensation Task Force volunteer - Jodie Nicotra (2)

Committees, appointments, (3, 7, 23, 28)

Compensation Task Force (Classification Task Force) (2, 13, 18, 19)

Dean Paul Joyce honored (rename Brink Lounge in his honor) (27)
Food Service Committee (11)
Ombuds Search committee (two faculty – Yun Chung) (2)
Professional Development Committee - Katie Brown (2)
Sabbatical Leave, approved 2017-18 (14, 28)
Secretary to Faculty Senate, confirmed Don Crowley (2)
Smoking/Tobacco Free Task Force – nominee Helen Brown (3)
Student Appeals Pool (email)
Student Disciplinary Task Force – Co-Chair Liz Brandt & Don Crowley (14)
Student Life Task Force – Edwin Latrell (2)
Summer Graduates (2) Fall Graduates (12) Spring Graduates (26)
University Budget & Finance Committee - Alan Caplan (2)
Vandal Strategic Loan – Patrick Hrdlicka (8)

IV. Announcements:

Alternative Break (22)
Alumni Award for Excellence (13)
Awards:

- Excellence Awards, Staff & Faculty (5)
- Distinguished Professor Award (Senator James Foster) (26)
- Presidential Mid-Career Award (Senator Kat Wolf) (26)

Bach Festival (5th Annual) (7)
Bellwood Lecture, guest Judge Juan Guzmán (6, 7)
Brink Faculty-Staff Lounge, suggest renaming in honor of Dean Paul Joyce (27)
Climate Survey (2, 3)
Commencement (28)
Communications' Strategic Plan (to return Fall 2016) (28)
Conservation, Sustainability and Use Design, Clark Stevens New West Land Company (6)
Cultural Literacy and Competency Conference (25)
Distinguished Professor Award (Senator James Foster) (26)
Distinguished Scholarships website (4)
Elections to Senate (20, 22, 23, 24, 25)
Enroll Idaho (11)
Explore Idaho, student recruitment (26)
Faculty Gathering (7, 11, 14)
Finance VP, Brian Foisy (3)
Grades due (22, 28)
Health Fair (6)
Hiring Practices (3)
New West Land Company (Clark Stevens) (3, 6)
Ombuds Barbara Beatty arrives (24)
Plus/minus Grade (14, 28)
President's Holiday Reception (13)

President's University Address (5)

Presidential Mid-Career Award (Senator Kat Wolf) (26)

Prichard Art Gallery - Dramatic reading of *Red* (16)

Research Opportunities for faculty (3, 5)

Sabbatical Leave approvals (22, 28)

Searches:

- Ombuds (2, 10, 21)
- Dean Art & Arch. (28)
- Dean of Business & Economics (5, 6, 21, Mark Chopin, 23)
- Dean of CALS (4)
- Dean of Education (6, 21, 23, 26, 27)
- Vice President of Strategic Enrollment Management (2, 26, 27)
- Dean of Graduate Studies (26, 28)
- Ex. Dir. of Human Resources (18, 19, 21)
- Vice President Research & Economic Development (5, 6, 21, 23, 26, 27)

Sexual assault hearings/transcript interview volunteers requested, Dean of Students Office Alex Roberts (23)

Strategic Planning Task Force/Committee (6, 10, 12, 22)

Student Disciplinary Board Appeal (17)

Student Recruitment, Explore Idaho (26)

Think Tank, Teaching & Advising Committee (5, 6)

Tobacco-Free Implementation - August (3)

UI Bound (26)

University Budget & Finance (13)

University Distinguished Professor Advisory Committee (15)

University Faculty Meeting (12, 13, 17)

University Level Committees (16)

University Promotions Committee (10, 11, 12)

Vandal Mental Health First Aid (28)

Vandal Appreciation Fair (3)

Women of the Year Awards (24)

Faculty Senate and Committee Chair Retreat
August 16, 2016
Brink

Senate members present: Adekanmbi, Anderson (Miranda), Barbour, Brandt, Boschetti, Brewick, Brown, Cannon (Boise), Caplan, Chung, Crowley, Dallas, Donohoe, Fisher, Folwell, Foster, Godfrey (Coeur d'Alene), Hiromoto, Hrdlicka, Johnson, Markuson, Morrison, Nicotra, Panttaja, Payant, Pregitzer, Sixtos, Vella, Wiencek. **Committee Chairs present:** Metlen, Kitzrow, Sanders, Neuhaus, Agidius, Woolley, Marshall, Enloe, Henrich, Ellison, Sammaruca, de Pedro, He, Turner-Rahman, Sharma, Jung, Reineke, Campbell, Yang, Williams, Dodge, Perry, Coats, Haltinner, Deringer, Wilhelmsen, Prorak, Hart, Dorschel, McGowan, Unlu, Kuhl, Stoll

Senate Chair Brandt welcomed senators, committee chairs, and Provost Wiencek to the retreat.

Chair Brandt thanked everyone who have volunteered to serve on committees. The Senate and its committees provide the grease to keep faculty governance functioning. She is very appreciative of the contributions made by all those participating in the faculty governance process. She gave a special thanks to Ann Thompson and IT for working on setting up the interactive video for this meeting. This technology makes it possible for our distance colleagues to participate. Chair Brandt also introduced this year's Senate Leadership Team. Patrick Hrdlicka, Professor of Chemistry, is the new Vice Chair. Don Crowley and our organizational maven Ann Thompson continue from the Faculty Secretary's Office. Our first item on the agenda is to hear from Provost Wiencek who will make comments on the coming year.

Provost Wiencek thanked those on the Faculty Senate and its committee's for participating in the important task of faculty governance. He noted that last year was a productive year. We had some disagreements, but we also got a lot of work done. We all have our hearts and minds in the same place, trying to advance the mission and distinctiveness of the University. He wanted to take this opportunity to reflect on what we did last year and what we might need to have more conversations about this year. Provost Wiencek emphasized that these are his thoughts and are not intended as directives, which would be inappropriate since the Faculty Senate is an independent body. The governing charter of the University speaks to the fact that the University's governance should be led by the faculty and the President. The Faculty Senate is crucial to the governance of the University. Provost Wiencek noted that he thought last year's discussions about the proper role of faculty vis-a-vis the President's role in governance was important and should be continued this year.

The Provost reviewed many of the most important developments from last year. In particular, he noted:

- FFF Results and Next Steps. Early last year he reviewed with the Senate the results from the FFF process. He felt that we had reached a consensus that future prioritization processes needed to be more automated and more transparent.
- Spread-Pay. He recognized that the resolution to the spread-pay process probably left a lot of people unsatisfied. The result of seeking to move us away from spread-pay while maintaining it for existing employees is not perfect but probably in the best interests of the institution.
- Faculty Evaluation & Position Description Pilot's. Last year's Senate Chair was very interested in pursuing these changes. He believes this a good direction, although we need to make sure that we move towards making sure our policies reflect the new forms. We can't stay in permanent pilot mode.
- Leave Policies. The Provost thanked the Senate Leadership for its patience last year in working towards the positive changes in leave policy for parents.

- Compensation and HR policies. The President is committed to bringing staff and faculty up to market levels. The goal is to get our average to the average of the market. We still face the difficult task of making this happen.
- Workplace Morale. We have been working to use surveys (HERI and Great Colleges to Work For) to better understand morale issues. He will be making a report on the results of these surveys.
- Revitalized University Budget & Finance Committee (UBFC). UBFC was engaged to make recommendations on funding priorities. Many of the recommendations from this committee were funded. We are working to make the budgeting process and decision-making transparent.
- Student Code of Conduct. Changes were made by the Senate last year and we need to continue working on this policy.
- Discussions on UI governance. The Provost was part of philosophical discussions with the Senate Leadership and the President in clarifying UI governance. We should continue to improve this communication and consider policies that might help guide us.
- Student Evaluation of Teaching. While we did make some changes on the evaluation form, he does not think this is sufficient. We need to have a more comprehensive way to evaluate teaching.

The Provost then turned his remarks towards those things he encourages the Faculty Senate to consider in the coming year. These included:

- Program prioritization. Continued program prioritization is mandated by the State Board. They are looking for us to identify our priorities. This encourages conversations about how we can help programs that are doing well to become prestigious programs, while also considering what we might do about programs that are struggling. Ultimately this will mean that resources will move around the University.
- Evaluation and Position Description form changes. We need to change the *Faculty-Staff Handbook* (FSH) to fit the new process.
- Changes to UBFC process. The UBFC process was a great success; but, we might want to consider how to make the process easier for those submitting proposals and how we might give better feedback.
- Compensation. We want to move on this aggressively. In order to get to market levels, we have to match the inflation rate, plus gain ground. There is a task force working on a market-based compensation system.
- Survey Results. The results are not surprising. He will be providing a report soon. In general, staff were more positive than faculty. He particularly noted the need to create a more positive teaching/learning climate.
- Student Code of Conduct Revisions. In discussions with the Dean of Students, he believes we will need to pay close attention to our compliance challenges. He also wondered whether the FSH was the proper place for specific processes. The *Administrative Procedures Manual* (APM) might be a more flexible place to contain the specific processes, while the FSH provides general oversight. We might consider outsourcing this to the professionals who know how to do it. This area should be a high priority.
- Teaching Center. Formation and implementation of a new center supporting excellence in teaching.

Next, Provost Wiencek discussed areas where we might engage in more thought, some might not be ready for prime time.

- Do more research on additional adjustments to the leave policy. We began this discussion last year, although there were some disagreements about how to proceed. There will be a new person in General Counsel's Office specializing in employment law. When this person arrives we might engage this person in a discussion on the costs and risks associated with certain expansions of leave policy.
- Promotions and Tenure Standards. Having gone through this for the first time, Provost Wiencek stated that he is concerned about the disparate standards across the University. We might want to look at the FSH standards which set the floor and see if it is sufficient.
- Total rewrite of FSH. We might be past due to look at a total rewrite.
- Faculty Career Tracks. Many universities have utilized multiple career tracks. A research-track, a teaching-track, a tenure-track. We already have extension faculty and clinical faculty. We might look at considering various career-tracks.
- Academic Integrity Policy. We might need a Student Honor Code asking students to self-police.
- Evaluation of Academic Administrators. Last year he was concerned when evaluating administrators that he couldn't account for staff views and could only look at faculty. This is something we might consider.

Major Events to Consider:

- Jazz Festival: There are changes being planned for the Jazz Festival. Years ago the Jazz Festival brought in many students for competitions. There will be a push to get us back to our roots in this regard. This could create a challenge in terms of classroom utilization.
- Cascaded Plans: This is part of our strategic plan process. Each unit will need to develop its own strategic plan that fits into the general plan. The goal is to get these cascaded plans done before the end of the semester so they will be available for the UBFC process.
- Program Prioritization to generate resources for UBFC process. We will need to develop the rules and assure transparency for this process.
- Completion of Re-organization of Provost Office. The search for a Vice Provost of Strategic Enrollment Management is near completion. He will talk about this reorganization with the Faculty Senate early in the semester.
- Incentive based budget models. The State Board is considering moving towards "outcomes based funding". This involves everyone's base remaining the same while new funds flow towards units meeting certain goals.
- Better Financial Management. We will redo how we organize financial management within Banner. This is probably a two year project which will help us have a better understanding of how our funds are distributed.
- New Deans. The College of Science will have an interim Dean and we will launch a national search for a new dean. The College of Art & Architecture will be having discussions about the future direction of the college.

Work Plan for Fiscal Year 2017

- Institutional Planning and Effectiveness Committee. This committee will be charged with the overall implementation of integrated planning, programming and budget. The first task of this committee will be to make sure the program prioritization model is more transparent.
- Cascaded Strategic Plans. We will need to develop unit level goals and metrics.
- Incentive Based Funding Model to help grow enrollment.
- Program Prioritization Improvements. We should make this less labor intensive, more quantifiable, and the linkage to resource allocation more transparent. Not all information

relevant to this process will be quantifiable. . Any position that comes open will be evaluated to determine if the position should be filled. This should apply to both academic and non-academic programs. If a unit is in the top quintile, the position will be filled. If they are not in the top quintile, they will have to provide a plan as to why the position should be filled to UBFC which will determine the position's fate.

Provost Wiencek concluded his remarks on things to look for in the coming year and invited questions from the participants in the retreat. The first question asked about faculty salaries and the move towards market based compensation. The Provost commented that the plan was to get salaries up to 100% of market. He elaborated that there would need to be further discussions about how to determine what the market rate is and we would also have to take other things into consideration such as years and quality of service.

The Provost was asked about his vision and strategy for distance education. He noted his priority this year for any funds he has available in the Provost Office was to promote a teaching/learning center. After that he would like to promote distance education. He is concerned about whether he has the available funds to do both this coming year. He further noted that we needed some help in determining where the markets in distance education are and how we can encourage colleges to offer new programs that address market demands. They are looking at a vendor who might be able to offer the type of services we need.

A question was asked about the possibility of increasing TA/RA stipends. The Provost responded that he hadn't addressed this in part because he tried to focus on issues that the faculty senate hasn't addressed. The issue of tuition waivers for TA's was brought forward in the UBFC process last year and was highly rated. The resources did not exist to fully fund that proposal. This proposal needs to come back this year. In order to obtain the resources to fund proposals of this nature we need to increase enrollment. He is optimistic that new student enrollment will be up this year. Part of the short term problem is that we are still suffering from a smaller size of the incoming classes over the last several years.

The Provost was asked whether he saw the Faculty Appeals Hearing Board as independent since he stated that the Senate was an independent body. He stated that as a senate committee the Faculty Appeals Hearing Board was independent. The Provost further commented that while appeals boards were independent, in our governance structure the President does have the authority to reverse the decisions of appeals boards.

A question was asked about why our enrollment had gone down in previous years. The Provost stated that previous decisions to eliminate WUE scholarships had affected enrollment even though this was reasonable at the time to reduce our structural deficit. This affected our ability to attract out-of-state students. We have now reached a more stable budget environment and we can look at the possibility of adding some WUE scholarships. We still need to be careful to not open this up too much since it could put us back to where we were before. A related question was asked about the potential impact of increasing enrollment. The Provost noted that once we have an increase in enrollment it will generate the resources to deal with some of the problems that might occur. He further commented that at one point we did have around 14,000 students with essentially the same number of faculty and classroom space. Once we begin to increase enrollment, we will have to be flexible in dealing with the problems. This would be a good problem to have. The Provost was also asked whether attention was being paid to committing more resources to freshman level courses. He commented that if we have to offer additional

sections we will. Our biggest opportunity to increase revenue with enrollment is through retention. If we can increase retention from its current level into the 85% range it will significantly aid our resource problems.

A final concern was raised over whether there have been discussions about decreasing expenses. Could we make strategic cuts? Provost Wiencek reminded everyone of the attempt to try RCM (responsibility centered management) which resulted in the decentralization of many services. There is an opportunity to centralize some services like IT where we could gain some cost efficiencies.

Provost Wiencek thanked everyone for their time and stated he looked forward to the continued partnership. Chair Brandt thanked the Provost and commented that last year we had very good communication with the Provost Office and appreciated his attention to the issues raised by the Senate.

Chair Brandt made some comments before we took a break. She emphasized that the faculty senate and its committee fulfill multiple roles on campus.

- Our governance roles are described in the FSH. These include a wide array of responsibilities.
- Faculty Senate oversees more than 30 committees. Most policy work is developed in the committees.
- It is important to keep the lines of communication between the committees and the Senate. Senate Chairs might consider making interim reports. Circulating drafts for comment is especially helpful with very complex or controversial matters.
- Committee's should let Ann Thompson know if they want to get on the agenda. Please don't wait until the end of the year rush.
- Senators should recognize that our job is to review, but not to re-do the work of the committees.
- Senators should be informed about what their constituents are thinking and report regularly to them.
- One of our jobs is to provide advice and assistance to the President and Provost. The Senate is an important venue for Senators to communicate issues that are arising to the Provost. The Provost also relies on the Senate as a way to get information out to the larger campus. Another reason for Senators to report back to their constituents.

Chair Brandt thanked everyone for their participation and noted that she was looking forward to the year. After a short break the committee chairs would gather in another room and the Senate would remain in Brink for a brainstorming session.

Brainstorm Session

Morale:

- Business systems, how do we get things done
- Need report on HERI & other climate surveys

Salary

- Faculty Taskforce on Market Salaries
- Compensation form - FAC
- How do performance evaluations fit in here, especially with the new evaluation pilot form
- If not linked, how will merit be determined
- Ask new HR Director Wes Matthews

Enrollment

- How will \$ follow this, what is the patch
- UBFC Report
- Enrollment strategy for other campuses, how does it fit

TAs

- Comprehensive report on TA's
- how used
- salary
- numbers
- allocation amount of current tuition waivers

+/- Grading system

- look at Teaching & Advising Report

Student Evaluation of Teaching

- current pilot 2 forms will run

Faculty Performance Evaluation – Faculty Affairs (FAC)

- Evaluation Form – FAC
- How is teaching evaluated
- PD Form – FAC

Student Code of Conduct

- FSH vs. APM

Video Conferencing/Distance Education

- Tech Support for
- Leadership's view on Distance Learning
- Registration for Distance Learning – tracking
- Lots of mystery
- Committee (connect to Provost & to DEE & Registrar)

Report on New Teaching Center

Respectfully prepared by Don Crowley, Faculty Secretary
and Secretary to the Faculty Senate

COMMITTEE CHAIR WORKSHOP

Faculty Senate and Committee Chair Retreat – Tuesday, August 16, 2016

Presenters: Dan Eveleth, College of Business and Economics and Marty Ytreberg, College of Science (Both have served as Faculty Senate Chair, Vice Chair, Chair of Committee on Committee as well as other Senate committees)

Present: Scott Metlen (Academic Hearing Board), Shaakirrah Sanders (Administrative Hearing Board), Ralph Neuhaus (Admissions), Erin Agidius (Americans with Disabilities), Anne Marshall (Campus Planning), Kristin Henrich (Dismissal Hearings), Francesca Sammarruca (Faculty Appeals), Sharon Stoll (Institutional Review Board), Greg Turner-Rahmen (Information Technology), Sunil Sharma (Intellectual Property), Sandra Reineke (Library Affairs), Erik Coats (Scientific Misconduct), Kristin Haltinner (Student Appeals Committee) Nancy Deringer (Student Financial Aid), S.J. Jung (Ubuntu), Daryl Woolley (UBFC), Diane Prorak (UCGE), Pat Hart (University Curriculum Committee).

Absent: Martha Kitzrow (Academic Petitions), Jovanni-Rey dePedro (Arts), Jakob Magolan (Borah), Lori Enloe (Commencement), Brian Ellison (Faculty Affairs), Brian He (Honors), Bill Smith (Officer Education – late appointment), Rajung Yang (Parking), Jeff Dodge (Sabbatical), Todd Perry (Safety), Ken Cain (Scientific Misconduct), Tom Bitterwolf (Student Disciplinary Review Board – late appointment), Cheryl Wilhelmsen (Teaching & Advising), Tom Williams (Radiation Safety), Matt Dorschel (University Security and Compliance)

Guest: Kent Nelson

Context of Workshop – provide expectations, resources, tips and background history of the relationship between the University, Faculty Senate (Senate) and senate/university committees.

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.”

Dan Eveleth’s opening statement: “Shared governance is important.” Shared governance goes back a long time, Territorial Act and NWCCU. He referenced his time spent as a NWCCU reviewer visiting another university. The charge from NWCCU was to spend time interviewing faculty and the senate chair as to their role in shared governance. Today’s plan is to clearly lay out the committee’s role in shared governance.

It is important to understand that as a Senate committee, Senate is our boss. You are not off on an island by yourself. The following was presented to assist chairs in understanding a committee’s role within the University.

- Shared governance structure: your committee – Senate – university faculty as a whole, are all part of the approval hierarchy, as is the President and Regents (Territorial Act).
- Recognize that requests can come from anywhere e.g. faculty-staff-students, Senate, Senate Leadership (Liz Brandt, Chair, Patrick Hrdlicka, Vice Chair, Don Crowley, Faculty Secretary, Ann Thompson, staff support), another committee/task force, administration, SBOE.
- Know your audience and next approval levels, typically Senate, university faculty, President.
- Look ahead, anticipate problems, consult with others who might assist e.g. other committee chairs and/or members, previous chair, Senate Leadership.
- Recognize that while discussing policy changes as a committee, if there is a perceived issue and need for more feedback, request same before sending on to next approval level. This saves time and avoids an item being returned to your committee.

- Connect with Senate Leadership who may have insight into events, or other committees' work that may impact your committee.
- A task force may cross over a senate committee's charge, at a minimum both bodies should confer.
- The bulk of committees in *Faculty-Staff Handbook* (FSH) under [FSH 1640](#) are Senate driven committees whose role is to help govern the University (Territorial Act).
- Review your function/structure in [FSH 1640](#) to familiarize yourself with what to expect and your committee's role within the University. Ask members to be cognizant of this throughout the year, does the committee's work reflect the policy, is it current, should the function and/or structure change. Note the brackets with dates e.g. [rev. 7-16] in FSH 1640 indicates a revision.
- Hold a brainstorm meeting early on to identify topics of interest from all members, encourage participation from all and create an environment of fair processes.
- Committees that have set meeting times are encouraged to meet at the specified time. Members sign-up with the stated schedule in mind. However, it is possible to change (although discouraged) and all members must agree.
- Contact Committee on Committees (ConC) Chair Patrick Hrdlicka and/or the Faculty Secretary's Office at any time about processes, structure, etc. ConC is a resource that can help with any struggles, excessive absences, committee's work which becomes too laborious, function and structure changes, etc.
- Share any general ideas or concerns that may be of interest to the Senate, other committees, or the University, with Senate Leadership as soon as possible.

[FSH 1620](#) outlines your responsibilities as Chair and includes committee regulations/expectations, e.g. quorum, minutes, excessive absences, annual reports, etc. In answer to a question regarding C-10, actions are typically policy changes voted on by your committee which require approval through the hierarchy Senate, University Faculty, President, occasionally Regents.

Committee Chairs' Group Tips:

- be a good communicator, communicate clearly and often what is expected of members and what can be expected of you as chair
- good/clear agenda, stay on task
- keep meeting short/concise
- start and end on time
- hold meetings standing rather than sitting (typically goes faster)
- don't get caught up in heated exchanges, body language is crucial and will diffuse a heated exchange
- when setting up meeting times - ask members about their availability keeping in mind they have personal and other university commitments, e.g. childcare, other committees, class, etc.
- follow rule of order as noted on agenda
- begin meeting with reading minutes which allows members coming directly from another meeting or obligation time to shift gears
- recognize some members are introverts, sending material in advance allows them time to process
- send minutes out for review (minutes are important and are a record of your committee's work)
- committees that expect long meetings (disciplinary hearings ~8 hours) ensure that all members are aware of the time commitment
- students participation/attendance issues:
 - ask them to take minutes so they feel important, or consider whether there is another important role or way to encourage students
 - thank them for coming
 - draw them out, make them feel part of the group by asking them the student's perspective
 - subdivide work, ask them to explore, discuss with others, and report back to committee
 - be sure to call on them, some may feel hesitant to speak out in a room with mostly faculty

- set-up meetings in advance (day/hour/location) for semester/year, gets on everyone's calendar and can be easily cancelled

Additional Advice from Presenters Eveleth & Ytreberg:

- As chair, your role is to ensure everyone's voice is being heard as equally as possible. Become familiar with Robert's Rules (RR), it provides guidance on running meetings fairly and well. For instance, in situations where a member dominates meetings, use RR to set a rule that a person cannot speak on a given issue twice, unless all have had a chance to speak at least once.
- Use of clock is discouraged, instead encourage members to wrap things up. You don't want to squelch discussion, but you also don't want a discussion to drag on. Remind members to be concise at every meeting until it appears to sink in.
- Situations may arise where controversies among guests are aired within your committee. It is okay to suggest that these groups go discuss and return after discussing. If, as chair, you anticipate this will happen, reach out to the parties before they come to the committee and see if you can assist. This is not to influence the outcome, but it is effective in saving the committee's time.
- You have arrived at the end of a meeting and a few items remain on the agenda. Can you agree to vote electronically? Email voting is discouraged. However, sometimes committees have discussed enough and all that is needed is for someone to draft language, or edit policy, based off the discussion. You must ask whether the group wishes to remain to discuss further and vote, or whether members are comfortable with voting electronically. In this case, it is okay to send out electronically and vote, if all agree to this method. Suggestions:
 - Setting agenda ahead of time allows enough discussion time so the committee can comfortably vote by email, if it chooses.
 - A chair can be more effective with a well laid out agenda, moving things along and keeping members on task. If you notice the discussion begins to be repeated, interject indicating same and ask for a vote. The committee can then move on to the next agenda item and finish on time.

Note: Email voting is questionable. Email voting is not to be used to obtain a quorum or pass an item due to in-attendance. As chair, you should strongly encourage everyone to participate in person. Kent Nelson, General Counsel, present in the audience noted that email works if they participated in the meeting itself, e.g. Skype/Zoom or other video-audio means.

Roberts Rules states that committees and smaller organizations can have a more relaxed setting. However, *Robert's Rules for Dummies* states: "A fundamental principle of parliamentary law is that decisions are only made by the members present in a properly called meeting at which a quorum is present. If you don't attend the meeting you don't benefit from information that's presented during the discussion that precedes voting. If you haven't been exposed to any discussion or debate on the topic, you simply can't make a truly informed decision."

Summary: Faculty Senate committees are an integral element to the University governance structure. Committee members respond best when they feel like their time is well spent and their input is validated - respect people's time. People with a good experience on a committee will want to continue to serve and participate in shared governance at the university. Don't be shy asking for help, reach out to Senate Leadership, Faculty Secretary, your senate representative, or ConC (Patrick Hrdlicka, Chair). ConC does a wonderful job helping chairs wrestle with problems.

Respectfully submitted,

Ann Thompson, Assistant to Faculty Secretary

M E M O R A N D U M

TO: Faculty Senate
FROM: Don Crowley
DATE: September 1, 2016
RE: Election of Senate Members to Committees

The Faculty Senate will need to elect senators for the vacancies as noted below:

Benefits Advisory Group Patrick Hrdlicka, (2018)

Campus Planning Advisory Committee: Greg Donohoe (2017)
Vacancy (2019)

Student Appeals Committee: Vacancy (2019)
Caroline Payant (2017)

Eligible Senators: Any faculty senator.

University Budget & Finance Committee: Patrick Hrdlicka (to confirm)(2017)
Alan Caplan (2018)
Mike Anderson (to confirm)(2019)

President's Athletics Advisory Council: Annette Folwell (2017)

**University of Idaho
2016-2017 FACULTY SENATE AGENDA**

Meeting #2

**3:30 p.m. - Tuesday, August 30, 2016
Brink Hall Faculty-Staff Lounge & Skype for Business**

Order of Business

- I. Call to Order.**
- II. Minutes.**
 - Minutes of the 2015-16 Faculty Senate Meeting #28, May 10, 2016 (vote)
 - Minutes of the 2016-17 Faculty Senate Meeting #1, May 10, 2016 (vote)
- III. Chair's Report.**
- IV. Provost's Report.**
- V. Other Announcements and Communications.**
 - Compensation Task Force (Foisy/Matthews)
- VII. Committee Reports.**
- VII. Special Orders.**
 - Summer Graduates (vote)
 - Secretary to the Faculty Senate – FSH 1520 V Section 3 (see FAQs)(Brandt)(vote)
 - Election to Specific Senate Committees (Brandt)(vote)
- VIII. Unfinished Business and General Orders.**
- IX. New Business.**
- X. Adjournment.**

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #28
 Minutes of 2016-2017 FS Meeting #1
 Summer Graduates
 Election Memo
 Senate FAQs

University of Idaho
Faculty Senate Meeting Minutes
2015-2016 Meeting #28, Tuesday, May 10, 2016

Present: Adams, Anderson, Barbour, Brandt, Brewick, Brown, Caplan, Chung, Couture (Boise), Crowley (w/o vote), Dallas, Flores, Folwell, Godfrey (Coeur d'Alene), Hrdlicka, Jeffery, LaPrath, Latrell, Mahoney, Murphy, Stoll, Teal, Nyavor, Stevenson for Wiencek (w/o vote), Wolf. **Absent:** Boschetti, Foster, Hiromoto (Idaho Falls), LaPrath, Nicotra, Perret, Wiencek (w/o vote). **Guests:** 15

Chair Teal called meeting #28 to order at 3:32. As Ann's brownies were passed around, a motion (Stoll/Dallas) to approve the minutes for the April 26, 2016 meeting passed without objection.

Chair's Report: Referring back to the discussion on spread pay from the last meeting, Chair Teal noted that there will be two options for those wishing to opt out of spread pay and receive the \$1,000 incentive. Employee's may opt out for FY2017, which starts this July, or wait a year and opt out next May for FY2018. If a person chooses the option for FY2017, there will be a gap in their paychecks between July and September. An open forum will be held to discuss the changes to spread pay on Wednesday, May 11th from 3-5 in the Commons Crest Room. Since this is the last scheduled meeting for this year's Senate, Chair Teal took the opportunity to thank those on the Senate and those on Senate committee's for their efforts. He particularly thanked the chairs of Senate committees for their dedication and hard work.

Provost's Report: Vice Provost Jeanne Stevenson provided the Provost's Report. She reminded everyone of the need to get grades in by noon on Tuesday, May 17th. Getting grades in promptly enables students to consider their options regarding summer school and possible financial aid. Vice Provost Stevenson also reminded everyone of the commencement this coming Saturday (May 14th) and encouraged faculty to be there and join in celebrating their students' success.

Other items of note include:

- The search for the Dean of the College of Graduate Studies has been postponed until the fall.
- The Dean of the College of Art and Architecture has taken a position at North Carolina State. Provost Wiencek will be visiting with the faculty of the College regarding what steps will be taken regarding leadership for next year.
- The Strategic Plan was presented to the Board in April and will be on their agenda for approval in June. We will begin work on the cascading plans this fall.
- The Vandal Mental Health First Aid program is scheduled for May 17-18. This program helps provide faculty and staff with strategies for dealing with students who have encountered problems. Those interested should email Vice Provost Jeanne Stevenson for more information about registration.

Graduate Student Family Medical Leave: Chair Teal introduced Dean McMurtry from the College of Graduate Studies and former Senator Anthony St. Claire to discuss a proposal regarding family and medical leave for graduate students who hold a position as a teaching or research assistant. Dean McMurtry noted that this proposal (see packet available on Faculty Senate website) had been brought to the College of Graduate Studies (COGS) by the Graduate and Professional Student Association (GPSA). The proposal would open up family and medical leave for these positions. This is new to Idaho, but not uncommon to other universities. They are students and employees at the same time but have no protection for their jobs if they become ill. This proposal would allow full time teaching assistants or research assistants who become ill or pregnant to receive six weeks of paid leave at 80% of their salary.

A Senator asked about protections for these students as students when they become ill. Dean McMurtry stated that faculty are very good at working with students to make up their academic work, although in some cases they may end up taking a medical withdrawal for the semester. Another Senator wondered whether this proposal had been vetted by department chairs. He thought many departments might have concerns with paying 80%. Dean McMurtry stated the proposal hadn't been vetted by department chairs, but had been supported by graduate council. He did state that COGS would be willing to split the cost with departments. The Senator noted that those working on research projects with tight timelines would have problems waiting for the student to return. Mr. St. Claire noted one of the purposes of the proposal was to help make it possible for graduate students to continue in the same, or a similar position. The number of graduate students who would be taking advantage of this would not be high.

Vice Chair Brandt raised the question of parity with what exists for faculty and staff. She understands that achieving that parity might be difficult since TAs and RAs don't get sick leave, but on the other hand if faculty and staff run out of leave they do not get paid leave. Mr. St. Claire noted that graduate students don't have any other benefits. Another Senator pointed out that the draft in the proposed M-4 refers to the existing M-15 when it should have referred to M-14. Dean McMurtry acknowledged that this was a mistake and they would make that change. It was generally acknowledged that the new proposal should be made consistent with recent changes to family and medical leave adopted by the Senate.

A Senator asked how these benefits would be funded. Dean McMurtry noted that he doesn't have a specific budget line, but GPSA has approved \$10,000 to seed this proposal and COGS could come up with \$5,000. They estimate that if 5 students took advantage of this proposal it would cost \$15,000 per year. A Senator urged the Senate to support this proposal when it comes back next year since it will help to keep graduate students from dropping out. Dean McMurtry stated that they would make some changes and will bring the proposal back next year.

Communications Strategic Plan: Chair Teal introduced Executive Director of University Communications & Marketing (Communications) Stephany Bales to discuss the strategic plan being developed for Communications. Ms. Bales discussed the new structure for Communications and stated that she wanted to bring forward a few ideas which can be discussed in greater detail in the fall.

She noted that Communications used to be part of Advancement, but now is a stand-alone unit. A significant part of their job is to promote the brand of the University and try to position the University to increase enrollment. They also manage internal communications on issues important across the campus.

Ms. Bales discussed the statewide survey they have just completed. The information from this survey will help determine how our marketing should change. She noted that the survey indicates that many Idaho residents view Boise State as the superior academic institution. Why this is thought to be true is harder to determine. If visibility is the problem, then Communications is committed to dealing with this problem. In general, the Senate indicated a desire to see the survey results and discuss them next year.

A Senator asked if "web analytics" are being used to determine who comes to our website. She suggested that we are analyzing this data, but the average person doesn't come to our website. Another Senator wondered what our brand was. Ms. Bales explained that we have sought to advance the view that we are a student-focused learning center that seeks to offer academic excellence and access. The challenge is that this doesn't differentiate us from a lot of other institutions. Ideas suggested by Senators included that the UI offered a safe and healthy environment as well as one that provided opportunities for undergraduate research. Ms. Bales promised to return in the fall to discuss the survey and ideas on how to market the University.

Committee on Committees: Senator Brandt offered the ConC's report to fill some openings on various committee's. The report was accepted without objection.

Sabbatical Leave: The list of those who have been recommended for sabbatical leave for 2017-18 was presented. The list was approved without objection with the edit that Professor Don Tyler's departmental affiliation needed to be corrected.

Teaching & Advising: Chair Teal introduced Professor Johnson-Leung to present the results of a survey on student attitudes towards plus/minus grading. Professor Johnson-Leung referenced the survey (see Senate packet). She reported that 60% of the students favored adopting a plus/minus grading system. Some students (19%) were strongly opposed. There was some discussion of previous attempts to do this. The Senate did pass a plus/minus grading proposal a decade ago. President White vetoed it. A Senator reported that a growing number of universities have adopted a plus/minus system.

Professor Johnson-Leung talked about the importance of making sure that this committee has both undergraduate and graduate representation on the committee. She also discussed the ASUI proposal to post grades on BbLearn.

She noted that the committee had discussed ways in which communication about grades could be improved. If posting on BbLearn was desired, there would need to be training to ensure that professors understood how to post grades this way. In general, she stated there might be ways to improve learning by frequent "low-stakes" assessment. Since faculty care about students, they are more likely to respond to a personal request from a student than a policy change. There are ways to make students feel that they are more supported and better informed, but a policy change isn't really necessary. She also discussed the proposal for a Teaching Center. The Teaching and Advising Committee will continue to work on this for next year.

Chair Teal recognized new Senators for 2016-17. He also provided certificates to all outgoing Senators. The Faculty Secretary presented a card and a present from the Senate to Chair Teal in recognition of his efforts for the year. A round of applause brought the last meeting of the year to a close.

Adjournment: A motion to adjourn (Latrell/Wolf) passed unanimously at 4:35.

Respectfully submitted,

Don Crowley
Secretary to the Faculty Senate and Faculty Secretary

University of Idaho
Faculty Senate Meeting Minutes
2016-2017 Meeting #1, Tuesday, May 10, 2016

Present: Adekanmbi, Anderson (Mike), Anderson (Miranda), Barbour, Brandt, Brewick, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Dallas, Folwell, Godfrey (Coeur d'Alene), Hrdlicka, Johnson, Morrison, Panttaja, Payant, Stevenson for Wiencek (w/o vote), Vella. **Absent:** Boschetti, Donohoe, Fisher, Foster, Hiromoto (Idaho Falls), Markuson, Nicotra, Pregitzer, Sixtos, Wiencek (w/o vote). **Guests:** 1

Vice Provost Jeanne Stevenson called the meeting to order at 4:45. She explained that the sole purpose of the meeting was to elect next year's Chair and Vice Chair to the Faculty Senate. The *Faculty-Staff Handbook* (FSH) requires that there be a three day waiting period between the nominations and the election unless the rules are waived by everyone present. A motion (Folwell/Brewick) to waive the rules to allow for an election today passed unanimously. Ballots were passed out to everyone for the purpose of making nominations for Chair. This years Vice Chair Professor Elizabeth Brandt (college of law) was the only person nominated. A motion (Brewick/Folwell) to elect Professor Brandt as Chair of Faculty Senate passed unanimously.

Vice Provost Stevenson opened the nominations for Vice Chair. A Senator asked if anyone on the Senate could be nominated including staff members and students. The Faculty Secretary noted that the FSH was silent on this point, but tradition suggested that only faculty could serve. A Senator also pointed out that we ought to be careful about this since staff have less availability to release time and might be more exposed than a faculty member. A Senator asked about the role of the Vice Chair. The Vice Chair serves as Chair of Committee on Committees and serves in various other capacities as determined by the Chair or in the Chair's absence preside over Senate meetings. There was also a short discussion of whether the Vice Chair automatically became Chair the next year and thus could a third year Senator be Vice Chair. The Faculty Secretary stated that there isn't anything automatic about a Vice Chair being elected Chair, although that was usually the case. We also recently changed the FSH to allow a Senator to serve consecutive terms in part to make it possible for Senators in their third year to become Vice Chair after being re-elected to the Senate.

Following this discussion four Senators were nominated for the position of Vice Chair. Luigi Boschetti, Patrick Hrdlicka, Chuck Morrison and Jodie Nicotra. Two of the Senators nominated were not present and thus it wasn't possible to immediately to determine if they were willing to serve. After some discussion, a motion (Folwell/Hrdlicka) was made to vote by email after the Faculty Secretary's Office determined who was willing to serve. This motion passed unanimously. It was further determined that the Faculty Secretary's Office would send out ballots by email with a specified time frame for Senators to vote.

Adjournment: The question of who would be the next Vice Chair of the Faculty Senate being undetermined, it was moved (Folwell/Hrdlicka) that the meeting adjourn. This motion passed unanimously at 5:08.

Faculty Secretary Note: Of the four Senators nominated Patrick Hrdlicka (College of Science), Chuck Morrison (Faculty at Large) and Jodie Nicotra (CLASS) agreed to serve if elected. The election was conducted. Following FSH rules no one received a majority after the first ballot and the person with the least votes was eliminated. A second ballot was sent out and in a close election Patrick Hrdlicka was elected.

Respectfully submitted,

Don Crowley
Secretary to the Faculty Senate and Faculty Secretary

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. [ed. 7-10]

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). [ed. 7-97, 7-10]

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. [ed. 7-09]

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. [ed. 7-09]

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]. [ed. 7-09, rev. 7-12, 7-15]

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.] [ed. 7-09]

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. [ed. 7-09]

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. [add. 7-09, rev. 7-12]

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 (see FSH 1520 V-4 - Terms of Office). [ed. 7-10, rev. 7-15]

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. [ed. 7-10]

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.) [ed. 7-10]

MEMORANDUM

TO: Faculty Senate
FROM: Don Crowley
DATE: August 26, 2016
RE: Election of Senate Members to Committees

The Faculty Senate will need to elect senators for the vacancies as noted below:

Benefits Advisory Group Patrick Hrdlicka, (2018)

Campus Planning Advisory Committee: Vacancy (2017) (Clint Jeffery on sabbatical)
Vacancy (2019)

Eligible Faculty Senators for 2017 are all faculty senators.

Eligible Faculty Senators for 2019 term see below:

Liz Brandt
John Cannon
Aaron Johnson
Charles Morrison
Dean Panttaja
Caroline Payant
Chantal Vella

Student Appeals Committee: Vacancy (2017)
Caroline Payant* (2019)

Eligible Senators: Any faculty senator.

*Call was put out for volunteers to be appointed early (needs confirmation).

University Budget & Finance Committee: Liz Brandt (2017)
Alan Caplan (2018)
Vacancy (2019)

Eligible Senators:
Liz Brandt
John Cannon
Aaron Johnson
Charles Morrison
Dean Panttaja
Caroline Payant
Chantal Vella

President's Athletics Advisory Council: Annette Folwell (2017)

University of Idaho- Summer 2016 Candidates for Degree

College of Agricultural & Life Sciences

Jonathan	Dustin	B.S.Ag.Econ.	Ag Econ-Applied Econ
Amber	Bucknell	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Nicole	Albinola	B.S.F.C.S.	CFCS-Child Dev Family Rel
Danica	Case	B.S.F.C.S.	CFCS-Child Dev Family Rel
Morgan	Chevalley	B.S.F.C.S.	CFCS-Chld & Youth Dev Opt
Amy	Hickman	B.S.F.C.S.	CFCS:Family Life Opt
Yunkyung	Lee	B.S.F.C.S.	Food/Nutr- & CFCS:Family Life Opt
Michelle	Mlazgar	B.S.F.C.S.	Food/Nutr-
Jenny	Prado Martinez	B.S.F.C.S.	Clothing, Textiles and Design
Melissa	Smidt	B.S.F.C.S.	CFCS-Child Dev Family Rel
Aimee	Walsh	B.S.F.C.S.	CFCS-Child Dev Family Rel

College of Art & Architecture

John	Krauss	B.A.	Art
Angel	Monzon	B.S.Arch.	Architecture
Bryan	Serrano	B.S.Arch.	Architecture
Carly	Boise	B.S.L.A.	Landscape Architecture
Brianna	Steckler	B.S.L.A.	Landscape Architecture

College of Business & Economics

Khaled	Alenezi	B.S.Bus.	Op Mgmt
Jennifer	Amon	B.S.Bus.	Mgmt & HR-Mgmt
Katelin	Bartles	B.S.Bus.	Marketing-Gen Marketing
Kate	Bebee	B.S.Bus.	Mgmt & HR-Human Res
Margaret	Beyerlein	B.S.Bus.	Info Systems & Mgmt & HR-Mgmt
Brandon	Bledsoe	B.S.Bus.	Op Mgmt & Mgmt & HR-Mgmt
Nathaniel	Bristol	B.S.Bus.	Op Mgmt
Duston	Brown	B.S.Bus.	Marketing-PGA Golf Mgmt Opt
Dylan	Davis	B.S.Bus.	Op Mgmt & Finance
Mackenzie	Dire	B.S.Bus.	Mgmt & HR-Human Res & Op Mgmt
Wesley	Donahoe	B.S.Bus.	Op Mgmt
Tianwei	Dong	B.S.Bus.	Finance
Xue	Du	B.S.Bus.	Marketing-Gen Marketing
Aubrey	Eberhard	B.S.Bus.	Mgmt & HR-Human Res & Op Mgmt
Alyssa	Fenello	B.S.Bus.	Mgmt & HR-Human Res
Marcos	Galindo	B.S.Bus.	Marketing-Gen Marketing
Zakary	Garrett	B.S.Bus.	Mgmt & HR-Mgmt
Trent	Godsey	B.S.Bus.	Accounting
Elsa	Hansen	B.S.Bus.	Accounting
Kelsey	Harden	B.S.Bus.	Mgmt & HR-Human Res
Kailey	Holt	B.S.Bus.	Accounting
Yan	Hu	B.S.Bus.	Marketing-Gen Marketing
Xiao	Liang	B.S.Bus.	Op Mgmt

Xi	Liu	B.S.Bus.	Finance
Aaron	Maffey	B.S.Bus.	Bus Econ-Finan Econ Opt
Sunni	Morgan	B.S.Bus.	Op Mgmt
Jamal	Sanders	B.S.Bus.	Marketing-Entrepreneurship Emp
Alejandro	Vega Salinas	B.S.Bus.	Finance & Marketing-Gen Marketing
Xinyue	Wang	B.S.Bus.	Accounting
Nathaniel	Webb	B.S.Bus.	Bus Econ-General Opt
Weijia	Zhang	B.S.Bus.	Accounting
Li	Zhu	B.S.Bus.	Op Mgmt

College of Education

Katherine	Adams	B.S.E.S.H.	Exercise Science & Health
Carly	Bloomer	B.S.E.S.H.	Exercise Science & Health
Callie	Collins	B.S.E.S.H.	Exercise Science & Health
Kendall	Crickmore	B.S.E.S.H.	Exercise Science & Health
William	DeViney	B.S.E.S.H.	Exercise Science & Health
Nicole	Dorsey	B.S.E.S.H.	Exercise Science & Health
Albert	Gravel	B.S.E.S.H.	Exercise Science & Health
Riley	Harkins	B.S.E.S.H.	Exercise Science & Health
Kyle	Iverson	B.S.E.S.H.	Exercise Science & Health
Tyson	Johnson	B.S.E.S.H.	Exercise Science & Health
Arika	Pratt	B.S.E.S.H.	Exercise Science & Health
Alison	Rogers	B.S.E.S.H.	Exercise Science & Health
April	Russell	B.S.E.S.H.	Exercise Science & Health
Janelle	Stacy	B.S.E.S.H.	Exercise Science & Health
Daniel	Stephens	B.S.E.S.H.	Exercise Science & Health
Kodie	Talley	B.S.E.S.H.	Exercise Science & Health
Jacob	Trudeau	B.S.E.S.H.	Exercise Science & Health
Cooper	Wright	B.S.E.S.H.	Exercise Science & Health
Crystal	Bain	B.S.Ed.	Elementary Education
Kristin	Gravatt	B.S.Ed.	Secondary Education
Jennifer	Jensen	B.S.Ed.	Secondary Education
Tyler	Giery	B.S.P.E.	Exercise Science & Health
Jennifer	Lovato	B.S.P.E.	Exercise Science & Health
Emilee	Cordon	B.S.Rec.	Recreation
Brennan	Granden	B.S.Rec.	Recreation
Patrick	Greene	B.S.Rec.	Recreation
Michael	Ruby	B.S.Rec.	Recreation
Chelsey	Whyte	B.S.Rec.	Recreation

College of Engineering

Daniel	Flick	B.S.B.A.E.	Bio & Ag Engr-Ag Engr Opt
Han	Zhou	B.S.B.A.E.	Bio & Ag Engr-Envr Engr Opt
Jonathan	Landa	B.S.C.E.	Civil Engineering
Andrew	Skinner	B.S.C.E.	Civil Engineering
Dustin	Clelland	B.S.M.E.	Mechanical Engineering

Harrison Pugesek B.S.M.E. Mechanical Engineering

College of Graduate Studies

Robert	Bonser	D.A.T.	Athletic Training
Marcie	Fyock	D.A.T.	Athletic Training
Victoria	Graham	D.A.T.	Athletic Training
Christy	Hancock	D.A.T.	Athletic Training
Bethany	Hansberger	D.A.T.	Athletic Training
Robinetta	Hudson	D.A.T.	Athletic Training
Rick	Loutsch	D.A.T.	Athletic Training
Belinda	Sanchez	D.A.T.	Athletic Training
Valerie	Stevenson	D.A.T.	Athletic Training
Victoria	Francis	Ed.S.	Curr & Inst-Car & Tec Ed
Kevin	Barker	Ed.S.Ed.Ldrshp	Educational Leadership
Dennis	Chesnut	Ed.S.Ed.Ldrshp	Educational Leadership
Susan	Dickman	Ed.S.Ed.Ldrshp	Educational Leadership
Cody	Fisher	Ed.S.Ed.Ldrshp	Educational Leadership
Kristen	Haener	Ed.S.Ed.Ldrshp	Educational Leadership
Marci	Holcomb	Ed.S.Ed.Ldrshp	Educational Leadership
Tim	Little	Ed.S.Ed.Ldrshp	Educational Leadership
Nicholas	Finley	M.A.	Anthropology
Corey	Kleer-Larson	M.A.	Anthropology
Jefferson	Kloepfer	M.A.	History
Mary	Petrich-Guy	M.A.	Anthropology
Rachel	Stokeld	M.A.	Anthropology
Paula	Bearnson	M.A.T.	English
Michelle	George	M.A.T.	English
Ellen	Loman	M.A.T.	English
Adam	Guerra	M.Acct.	Accountancy
Matthew	Hill	M.Acct.	Accountancy
Landon	DeFelice	M.Arch.	Architecture
Matthew	Aiello	M.Ed.	Special Education
Shelley	Andrus	M.Ed.	Educational Leadership
Jeremy	Bergquist	M.Ed.	Educational Leadership
Christine	Blackstead	M.Ed.	Curriculum and Instruction
Garth	Carlson	M.Ed.	Curr & Inst-Car & Tec Ed
Amanda	Crist	M.Ed.	Curriculum and Instruction
Eric	Dorris	M.Ed.	Educational Leadership
Elisa	Drake	M.Ed.	Physical Education
Jamie	Esler	M.Ed.	Curriculum and Instruction
Donald	Garner	M.Ed.	Educational Leadership
Amanda	Hixson	M.Ed.	Curriculum and Instruction
Annora	Jewell	M.Ed.	Educational Leadership
Victoria	Larsen	M.Ed.	Educational Leadership
Laif	Morrison	M.Ed.	Educational Leadership
Katelyn	Mosman	M.Ed.	Curriculum and Instruction

Umeko	Myers	M.Ed.	Educational Leadership
Simon	Olsen	M.Ed.	Physical Education
Amber	Potter	M.Ed.	Physical Education
Katherine	Roll	M.Ed.	Curriculum and Instruction
Marcos	Sanchez	M.Ed.	Educational Leadership
Tonya	Sears	M.Ed.	Special Education
Qiqiong	Shi	M.Ed.	Curr & Inst-Car & Tec Ed
Thomas	Staples	M.Ed.	Educational Leadership
Marina	Stevenson	M.Ed.	Curriculum and Instruction
Frances	Teske	M.Ed.	Educational Leadership
Joy	Toshio	M.Ed.	Educational Leadership
Michael	Bird	M.Engr.	Electrical Engineering
Mary	Holtz	M.Engr.	Engineering Mgmt
Bryan	Hyde	M.Engr.	Electrical Engineering
Michael	Jones	M.Engr.	Mechanical Engineering
Vincent	Roberts	M.Engr.	Electrical Engineering
Eric	Song	M.Engr.	Nuclear Engineering
Kyle	Swenson	M.Engr.	Computer Engineering
William	Ulloa	M.Engr.	Electrical Engineering
Misty	Ellingburg	M.F.A.	Creative Writing
Joshua	Kirby	M.F.A.	Art
Poukong	Manikoth	M.F.A.	Art
Jie	Jiao	M.L.A.	Landscape Architecture
Mohammed	Allehyani	M.S.	Electrical Engineering
Christopher	Anderson	M.S.	Applied Economics-Ag Econ
Jason	Baer	M.S.	Psychology
Krista	Baker	M.S.	Family and Consumer Sciences
Jessica	Balbiani	M.S.	Environmental Science
Rebecca	Brown	M.S.	Microbiol, Molec Biol/Biochem
Benjamin	Carleton	M.S.	Chemical Engineering
Audra	Cochran	M.S.	Natural Resources
Jn	Contina	M.S.	Soil & Land Resources
Alex	Corredor Corredor	M.S.	Electrical Engineering
Patricia	Dunavold	M.S.	Psychology
Chad	Dunkel	M.S.	Biol & Agric Engineering
Jenna	Durkee	M.S.	Environmental Science
Matthew	Fisk	M.S.	Natural Resources
Nathaniel	Foote	M.S.	Entomology
Alicia	Hatch	M.S.	Psychology
John	Hawkins	M.S.	Civil Engineering
Kirsten	Hillyer	M.S.	Chemical Engineering
Jana	Huffaker	M.S.	Adult/Org Learnng & Leadership
Sharmin	Islam	M.S.	Electrical Engineering
Theodore	Jeckering	M.S.	Water Resources-Law,Mgt,Pol Op
Lindsey	Jennings	M.S.	Environmental Science
Basu	Kafle	M.S.	Entomology
Wade	Klingsporn	M.S.	Environmental Science

Hannah	Mamer	M.S.	Agricultural Education
Ethan	Mansfield	M.S.	Bioregional Plng & Comm Dsgn
Joseph	Martin	M.S.	Movement & Leisure Sciences
Travis	McCarley	M.S.	Geography
Mikaela	Montanari	M.S.	Natural Resources
Elizabeth	Ng	M.S.	Statistical Science
Tyler	Noble	M.S.	Mechanical Engineering
Richard	Oare	M.S.	Electrical Engineering
Festus	Olubunmi	M.S.	Agricultural Education
Joseph	Osborn	M.S.	Mechanical Engineering
Cody	Parker	M.S.	Geology
Pavan Kumar	Penkey	M.S.	Electrical Engineering
Kristen	Petersen	M.S.	Statistical Science
Derek	Probst	M.S.	Civil Engineering
Guillermo	Pugliese	M.S.	Plant Science
Marvin	Ramirez	M.S.	Civil Engineering
Husam	Samkari	M.S.	Electrical Engineering
Jessica	Sanow	M.S.	Natural Resources
Christopher	Sarbaugh	M.S.	Adult/Org Learnng & Leadership
Isaac	Skavdahl	M.S.	Chemical Engineering
Scott	Smith	M.S.	Adult/Org Learnng & Leadership
Michael	Thornton	M.S.	Plant Science
Christopher	Waltrip	M.S.	Computer Science
Michael	West	M.S.	Electrical Engineering
Eva	Weyers	M.S.	Environmental Science
Wade	Worthing	M.S.	Hydrology
Ying Qian	Zhan	M.S.	Bioinformatics & Comptnl Biol
Rebecca	Honsinger	P.S.M.	Nat Res & Envr Science
Marian	Buzon	Ph.D.	Geology
Lubia	Cajas Cano	Ph.D.	Environmental Science
Kalyan	Chitrada	Ph.D.	Materials Science & Engr
Jennifer	Guild	Ph.D.	Computer Science
Jennifer	Hasenoehrl	Ph.D.	Mechanical Engineering
Masaki	Ikeda	Ph.D.	Mathematics
Jacquelyn	Ismail	Ph.D.	Education
David	Jackson	Ph.D.	Natural Resources
Levi	Keesecker	Ph.D.	Environmental Science
Alissa	Korsak	Ph.D.	Environmental Science
Hannah	Marx	Ph.D.	Bioinformatics & Comptnl Biol
Timothy	McGinn	Ph.D.	Neuroscience
Paul	Rhoades	Ph.D.	Entomology
Stephen	Robertson	Ph.D.	Education
Catherine	Shine	Ph.D.	Biology
Katrina	Taylor	Ph.D.	Education
Lei	Tu	Ph.D.	Nuclear Engineering
Hang	Zhou	Ph.D.	Geography

College of Law

Michael	Forsythe	J.D.	Law
Larsen	Kohler	J.D.	Law

College of Letters Arts & Social Sciences

Leanna	Dann	B.A.	International Studies
Cristina	Gonzalez	B.A.	International Studies
Lydia	Hanson	B.A.	International Studies & French
Stephanie	Monks	B.A.	French
Obdulia	Montenegro	B.A.	International Studies
Ramiro	Perez	B.A.	Spanish
Yu	Qiu	B.A.	Political Science
Jenny	Sanchez	B.A.	Psychology
Abigail	Sanders	B.A.	International Studies & Spanish
Courtney	Stoker	B.A.	International Studies
Michael	Butler	B.G.S.	General Studies
Alan	Dobler	B.G.S.	General Studies
Crista	Dorsey	B.G.S.	General Studies
Ty	Egbert	B.G.S.	General Studies
Matt	Hoops	B.G.S.	General Studies
Hammond	Limbong	B.G.S.	General Studies
Jordan	Perdue	B.G.S.	General Studies
Shuheng	Qiu	B.G.S.	General Studies
Jackson	Varney	B.G.S.	General Studies
Achilles	Wynn	B.G.S.	General Studies
Heather	Ziegler	B.G.S.	General Studies
Hannah	Beehler	B.S.	Theatre Arts
Kelly	Benscoter	B.S.	Psychology
Vincent	Bruscas	B.S.	Anthropology
William	Chapman	B.S.	Psychology
Ryan	Chidester	B.S.	Theatre Arts
Jessica	Dorris	B.S.	Psychology
Jacob	Drexler	B.S.	Political Science
Tiffany	Flodin	B.S.	Organizational Sciences
Alyssa	Greenhalgh	B.S.	Sociology-Criminology
Hailee	Henggeler	B.S.	Psychology
Alijah	Medellin	B.S.	Political Science
Stephanie	Monks	B.S.	Anthropology
Tamara	Morrison	B.S.	Organizational Sciences
Sydney	Newton	B.S.	Public Relations
Ramiro	Perez	B.S.	Sociology-Gen Sociology
Samuel	Piekarczyk	B.S.	Psychology
Steven	Pierce	B.S.	Organizational Sciences
Michael	Rafferty	B.S.	Psychology & Organizational Sciences
Samantha	Sander	B.S.	Public Relations
Matthew	Scott	B.S.	Public Relations

Sengaron	Vetsmany	B.S.	Philosophy
Yanqi	Wang	B.S.	Broadcasting & Digital Media
Skyler	White	B.S.	Organizational Sciences
Tiana	Wood	B.S.	Public Relations

College of Natural Resources

Mathew	Colling	B.S.Env.S.	Env Sc-Physical Science 2 Opt
Amanda	Nisson	B.S.Env.S.	Env Sc-Physical Science 2 Opt
Nicholas	Birmingham	B.S.Fish.Res.	Fishery Resources

College of Science

Aran	Burke	B.A.	Physics
Saad	Alrashidi	B.S.	Mathematics-General Opt
Leanna	Dann	B.S.	Mathematics-General Opt
Michael	Green	B.S.	Chemistry-General Opt
Jordan	Hardy	B.S.	Mathematics-General Opt
Charlene	Home	B.S.	Geological Sci-Gen Geol Opt
Garrett	Jones	B.S.	Mathematics-General Opt
Brent	Knapp	B.S.	Mathematics-App Statistics Opt
Ross	Meyer	B.S.	Geological Sci-Res Explor Opt
Ana	Pardo Cofrades	B.S.	Geological Sci-Gen Geol Opt
Adam	Price	B.S.	Geological Sci-Hydrogeol Opt
Cole	Simmons	B.S.	Geological Sci-Hydrogeol Opt
Kendra	Allen	B.S.Microbiol.	Microbiology



**2016-2017
FACULTY SENATE AGENDA - Meeting #1
4:30 p.m., May 10, 2016**

Brink Hall Faculty Lounge

Order of Business

I. Call to Order.

II. Special Orders.

- Suspend Rules - Nomination and Election of Chair and Vice Chair of the 2016-2017 Senate (see FSH 1580 IV)

Faculty Senate FAQs

III. Adjournment.

President's Designee

Faculty Senate FAQs

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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.)